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ABSTRACT

Provided is a summary of early childhood services for handicapped children in Region Nine (Connecticut, Maine, Massachusetts, New Jersey, Rhode Island and Vermont). An introductory chart lists information for each state on legislation, placement and evaluation, state guidelines, statistical data, departmental structure, programs, and parent services. Succeeding sections elaborate the above-mentioned areas for each state. Among seven appendixes are an overview and agenda of the Early Childhood Planning Meeting. (CL)

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SUMMARY OF EARLY CHILDHOOD SERVICES FOR HANDICAPPED CHILDREN IN REGION 9

compiled by the
NORTHEAST REGIONAL RESOURCE CENTER

EC102666

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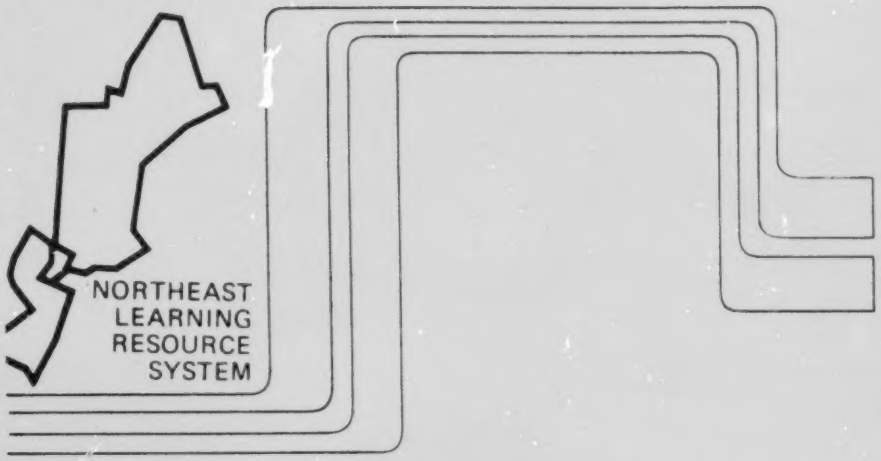

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THIS MONOGRAPH WAS PREPARED PURSUANT TO NORTHEAST REGIONAL RESOURCE CENTER CONTRACT #OEC-0-74-7904, AWARDED TO THE NEW JERSEY STATE DEPARTMENT OF EDUCATION FROM THE BUREAU OF EDUCATION FOR THE HANDICAPPED, UNITED STATES OFFICE OF EDUCATION, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE UNITED STATES OFFICE OF EDUCATION AND NO ENDORSEMENT OF THE UNITED STATES OFFICE OF EDUCATION SHOULD BE INFERRED.

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A New Jersey State Department of Education Program

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Coordinators, Region 9 Conference on
Early Education for Handicapped Children

INTRODUCTION

Overview of the Northeast Regional Resource Center

The Northeast Learning Resource System (NELRS), Region 9, is part of a nationwide network of centers funded by the United States Office of Education, Bureau of Education for the Handicapped (BEH) under Public Law 91-230. The network is comprised of thirteen regions serving the fifty states and the Trust Territories.

The NELRS is administered by the Branch of Special Education and Pupil Personnel Services, New Jersey State Department of Education. The NELRS is comprised of two centers, the Northeast Area Learning Resource Center (NEALRC) and the Northeast Regional Resource Center (NERRC). These centers serve Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island and Vermont. An advisory board was appointed to advise and suggest activities to the NELRS. The membership of this board consists of the State Director of Special Education from each of the client states, or a person designated by the Director in each state.

The major goal of the NERRC is to aid in developing each state's capacity to meet the educational appraisal and program prescription needs of handicapped children. Service is provided to states through the development and application of exemplary appraisal and educational programming practices.

The NELRS Advisory Board at their April 1976 meeting, identified that the early education of handicapped children was a regional concern and recommended that a regional conference be held. Responding to this recommendation, the NERRC decided that an appropriate initial activity would be a regional planning meeting. The purpose of the planning meeting was to provide an opportunity for representatives from the seven states in Region 9 to share information, identify needs and suggest activities for a regional conference. (See Appendix A and B for Directory of Participants and Meeting Agenda.)

The following were specific tasks covered by representatives to the planning meeting:

1. Each representative discussed current or proposed legislation, rules and regulations and state guidelines concerning early education programs for handicapped children.

2. Information was shared by representatives relative to current state supported activities in early education for handicapped children including identification, screening, assessment, programming, program evaluation and media and monitoring activities.

3. Representatives identified state and regional needs in early education and suggested information to include in a regional conference to address these needs.

The planning meeting was seen as most helpful both by the NERRC staff and state representatives. Representatives identified several areas of need which could be addressed by a regional conference which are listed below:

1. The need to increase public awareness for early intervention.

2. The need to coordinate all services starting at the state level (avoid duplication of services).

3. The need to provide screening and necessary services for all handicapped preschoolers.

4. The need to employ an interdisciplinary approach to services for handicapped preschoolers.

5. The need to increase preservice training for teachers and other personnel involved with handicapped preschoolers.

6. The need to provide services from birth through age 3.

7. The need for information on the identification of preschool handicapped children.

8. The need to emphasize a diagnostic/prescriptive approach in early education.

9. The need for information on noncategorical models.

10. The need for technical assistance to LEAs, re: evaluation, monitoring and quality control of early education programs.

11. The need to explore ways of fostering schools' relationships with parents.

12. The need to share information about existing programs and practices in Region 9.

Additional information concerning the conference is contained in the Appendices C-F.

The representatives and the NERRC staff agreed that information about early childhood programs that was shared at the two-day planning meeting was highly relevant and should be shared on a broader scale.

Accordingly, one outcome of the meeting was the development of the "Summary of Early Childhood Services for Handicapped Children in Region 9. The information has been edited by the representatives to the planning meeting and/or the special education and regular education early childhood consultants as well as other state department personnel.

The intent of this document is to provide a summary of information on early education services for handicapped children in Region 9. The document does not contain all services available in each state. Rather it highlights the general process of service delivery in each of the states. It is hoped that this information may be useful to those who are providing services directly or indirectly to young handicapped children.

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
LEGISLATION	Mandatory: 2.8 for hearing impaired 3.8 for all others "whose educational potential will be irreparably impaired without special education services"	Mandatory: 5 - 20 No permissive preschool	Mandatory: 3 - 21 Permissive: 0 - 3	1973 mandated 0 - 21 handicapped	Permissive for 3-5 Mandated: 5 - 20	Mandatory for 3-21 (or high school graduate if earlier)	Permissive 0 - 21
YEAR ENACTED	1967 amended 1969 Public Act 793	P.L. 732, 1973 amended April 1976	1972, Chapter 766 effective 1974	1976 - court rules that law actually implies at LEA discretion below age 6	1954, NJSA 181A Chapter 46	1963 regulations now in effect	In 5th year of 10 year yearly budget renewal with legislation
APPRAISAL, PLACEMENT TEAM AND PLANNING	PPT - Special Ed. Administrator, Regular Education Administrator, Teacher/Psychologist and other specialists as needed.	Pupil Evaluation Team (PET) must include one member from pupil services staff, administrative staff and the instructional staff. The PET may include professional consultants, reps. of public or private human services agencies, parents or legal guardians of students being evaluated and other school staff.	CORE Evaluation Team: Special Ed. Administrator, nurse or social worker, psychologist, physician, teacher who has recently had or currently has the child, parent of the child, teacher who will have primary responsibility for the child, any professional outside the school system who is currently working with the child, other specialists as necessary.	Special Education Evaluation/Placement Team might include parents, various professional persons in school or available to school, including regular teacher, special teacher, psychologist, specialist in assessment of intellectual functioning, communication/speech therapist, counselor, nurse, physician, social worker or any other person qualified to help in placement decision made.	Child Study Team: must have psychologist, learning consultant, school social worker and medical personnel recommended for preschool, speech pathologist and pediatrician.	At present professionals perform evaluations on an as needed basis depending upon the area of possible disability seen in the screening process. Often a psychologist, speech pathologist and social worker are involved. New regulations are presently awaiting approval by the Board of Regents at which time, team composition will be further specified.	

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
STATE GUIDELINES	In existence, see below.	Legislation proposal is in process.	Chapter 766 regs. and Early Childhood State Planning Document	No program or personnel guidelines for general preschool (special ed. has guidelines for those receiving public monies) - local plan for education of handicapped must be given to State Department for approval.			Updating Rules and Regulations; Guidelines exist (for identification)
Identification:	Service by referral schools not mandated to identify.	Pre-K screening mandated to be done by PET for 5 year olds. Child Find screening for 0-5. EPSDT for eligible children 0-21.	School system must provide screening for 3 and 4 year olds upon request of parents. Kindergarten entry screening mandatory.		Pending adoption of preschool bill - identification will be mandated.	Plan must be sent to SEA by all LEAs for serving 3-6 handicapped re: identification, evaluation and programs.	Some LEA screening and referral 0-6; Child Find pediatricians cooperation.
Evaluation:	Upon referral, annual re-evaluation required.	PET evaluation upon referral.	Partial or full core evaluation under Chapter 766.		Mandatory - the existing team process may vary.		Required for program eligibility.
Programs:	Team does plan	No overall plan for providing services to preschool. Funding ranges from total federal assistance to total local assistance.	Core evaluation team is responsible for recommending individualized programs.		Proposed: 1. Direct Services (classes) 2. Itinerant 3. Home-Based 4. Parent Training	By 9/76 six models for full service ages 3-6 mandate for full service by 9/77 for age 3 includes aggressive outreach, funneling process, range of services.	Continuum of services based on need; 0-3 home-based, 3-6 mixed home and center depending on geography.

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
Parent Involvement:	Notification mandated/permissive attendance on teams.	Varies according to the program.	Parent sits on the core evaluation team for planning the individual program.		Permissive	Mandated	Parent involvement required.
STATISTICAL DATA Reimbursement:	2/3 of excess cost	90% of total cost for ages 5-20 only. No reimbursement for preschool programs under existing state legislation.	100% of cost, up to 110% of the statewide average for similar programs (preschool); 100% of excess above the average per pupil cost up to 110% of the statewide average for similar programs.	Local district pays state average tuition and equal amount for transportation..... excess tuition is paid by state subject to availability of funds (cost of programs less the state average tuition).	Program - additional costs factors per child enrolled; Transportation - 100%.	Varies slightly from year to year based on formula.	LEA pays prorated per pupil costs, SEA pays for rest of program.
Total Number of Handicapped Preschoolers:		Estimated figures are 10-12,000 0 - 5 year olds	5,573 (3 - 5 year olds)		12,000 (3 - 5 year olds)	36,000	1,800
% of Total Preschool Population:		12%	2%		10%	2½%	5%
Number of Handicapped Preschoolers Served:		404 total preschool 200 in Head Start Approximately 5%	4,900		Estimated: 4,000 by all agencies	900	518

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
DEPARTMENTAL STRUCTURE (Relationship of Early Education to Special Education)	Early Childhood Consultants are in Bureau of Community and Adult Education and the Bureau of Elementary Ed. No consultant specifically in Bureau of Special Education and Pupil Personnel Services.	Department of Education and Cultural Services includes Division of Special Education. No Early Childhood Consultant on staff, State Resource Consultant coordinates early education activities with the Division of Special Ed.	Early Childhood Director is responsible to the Division of Special Education (within the Department of Education).	State Department of Education has Special Education section but no early education personnel. State Department Early Childhood Consultant serves age 0 to grade 4 for all programs.	Branch of Special Education/Pupil Personnel Services Deputy Assistant Commissioner of Bureau of Special Education and Pupil Personnel Program and Evaluation Vin Cianci and Title VI	Special Education Unit re-established in 1975.	Special Education Consultant in Essential Early Childhood Education, Division of Special Ed. & Pupil Personnel Services cooperates with State Department of Ed. Early Childhood Consultant.
PROGRAMS FOR CHILDREN Kindergarten:	Mandated though attendance not required until age 7.	Not mandatory - attendance not required until age 7.	Mandatory that kindergarten be available; mandatory school age is 7.	No mandated kindergarten; approx. 1/3 LEAs provide kindergarten programs; age 6 is required for compulsory.	Mandatory - attendance not required however until age 6.	Mandatory attendance not required until age 7.	Legal school age is 7. No mandatory K but must be maintained once established. LEAs must provide services beginning at age 6.
Private:	A Directory of State Approved programs is available.	Preschool programs are both public and private; funding varies (see "Selected Programs Chart" page 31).	State approved publicly listed	Large numbers of nursery school, private kindergarten, day care, etc. licensed through Director of Welfare.		List of licensed nursery programs; continuum of services from home-based to residential.	A Directory of Programs is available from the Division of Spec. Ed. and Pupil Personnel Services, State Dept. of Ed.

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
Public LEA/SEA:	Celentano - state model Project MECCA (kindergarten) Title VI		The Massachusetts Department of Education does not provide direct services; school systems have some substantially seperate programs, contract with private centers or educational collaborative for other services.	Receiving public funds Headstart serves total 500, 10% are handicapped. ½ LEAs have pre-school handicapped programs - only small % of handi-capped.	In 1972 - 14 pilot projects; For 1976-77: 100 projected Title VI funded High Scope Cog-nitive Curriculum-variety of services in addition to center-based pro-posed in new bill.	4 full service Child Find models: Central Falls Newport Regional - Rural Cranston	14 Special Ed. funded programs for preschool handicapped & special funding for individual children in areas where no programs exist and one must be developed for a child.
Interagency:	D.C.Y.S.	There is an inter-group of early childhood educators exchanging infor-mation and devel-oping proposed guidelines.	Interagency Infant Information Net-work Regional Review Board	Service by parents "N.H. coalition for Handicapped"	All parent organi-zations and state agencies - Coop. with Comm. for Blind	Child Find "Service Direc-tory" of all services to children	Cooperation between Head-start, Day Care, Mental Health, Health Depart-ment, etc.
Other Agency:			Mental Health: Mother/Child Proj-ect, Community Clinical Nursery Schools Public Health: Preschools for Handicapped and Able Children		Headstart	Cooperation between Child Find and State Department of Special Education	Local pediat-ricians are working more closely with Essential Early Education and compensatory Early Education Programs.

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
SERVICES FOR PARENTS	Celentano - in home screening Connecticut ACPLD Pamphlet for Parents Guidelines for Parents (Spanish - English) Learning to Learn P.I.P.	Several preschool programs provide direct services to parents (see "Selected Programs Chart" page 31).	Parents may be included in educational plan for the child.	Services available at some programs.	Parent Training Program - 4 regional parent trainers	Provided in all LEAs by 1977.	Ages 0-6 Parent Training Model or weekly visits or ages 3-6 parent conference, parent workshops.
OTHER PROJECTS Inservice:	Celentano School Diagnostic/Prescriptive Teaching; Six Area Resource Centers	Division of Special Education and Headstart plan and implement inservice activities. Individual programs conduct inservice training for other preschool and LEA primary personnel.	Regional Education Centers, ER/IN in many school systems, Massachusetts Diffusion Assistance Project	ER/IN - inservice and communication between people in field Training for Infant Assessment Teams	High Scope Cognitive Curriculum trained 4 projects: in 1976 - 77 will train 16. For 2 years: Preschool Assessment Workshop for Teams	Training for personnel to do screening and for other roles.	Inservice training established annually based upon needs. Head Start, Comp. Educators Essential Early Educators received summer training (3 year operation).
Preservice:	Southern Conn. State	University of Maine - Orono and Gorham campuses have preservice programs.	Many state colleges & universities, private colleges and universities		Present colleges offer either/and/ or early education. Special education not combined.	Rhode Island College	

EARLY CHILDHOOD INFORMATION	CONNECTICUT	MAINE	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	RHODE ISLAND	VERMONT
CHILD FIND	In process - operational 10/1/76	In pilot stage (in 1 of 16 counties focus will be 5-18).	Project SEARCH: in process finding 3-4 year olds.	In process through NEPTE.	Operational including county screening programs.	Will be active in all LEAs by 9/77- see above especially guidelines.	In process
TEACHER CERTIFICATION	Teacher of handicapped required.	Certification not required at early education level 0-5.	No early childhood certification. Elementary (K-8) certificate and approval as a teacher of children with mild or moderate special needs. Teacher certification expected by 9/77.	No program and professional standards for preschool - will have credentials for personnel but not required.	Dual certification proposed - at present teacher can have either early education or special education certificate.	Required special education	Competency Based Certificate being prepared for State Board of Education review.

CONNECTICUT

I. EARLY CHILDHOOD REPRESENTATIVE TO THE PLANNING MEETING

The representatives form Connecticut were Jean Rustici and Lois Davis.

Ms. Rustici is the Early Childhood and Parenting Program Service Consultant within the State Department of Education, Bureau of Community and Adult Education. Her role involves delivery of services to parents and professionals.

Ms. Davis is Associate Director of the Celentano School in New Haven. Ms. Davis is involved with the total preschool program for handicapped children. Her duties include administration, teacher training, community outreach, parent relations/education, identification, assessment/programming of children.

II. EARLY CHILDHOOD CONSULTANT

There are several consultants in the Department of Education who are charged fully or partially with Early Education responsibilities.

Ms. Caroline Williams is the Early Childhood Consultant for the Bureau of Elementary and Secondary Education. In addition, several consultants impact on Early Childhood for the Bureau of Pupil Personnel and Special Educational Services. No one individual, of this Bureau, has specific responsibility for Early Childhood Education.

III. LEGISLATION AND RELATED INFORMATION

A. Legal Status of Early Childhood Education

General guidelines pertaining to education of handicapped children were enacted in 1967 and amended in 1969. According to the General Guidelines for Special Education Programs, (Section 10-76 a-j of the General Statute) it is "mandatory for town and regional Boards of Education to identify, evaluate and provide for the special needs of..." preschool age children "whose educational potential will be irreparably diminished without special education at an early age" (page 1).

B. Definition of Early Childhood Handicapped

Preschool age children are children who will not have attained the age of five years by January 1 of the school year. Criteria for preschool age children for whom special education is required under Section 10-76 (d), (b), (2) of the General Statutes allows for service to children at 2.8 years for hearing impaired children and 3.8 years for all other special needs children as of September of the school year.

C. Reimbursement

Local Education Agencies may receive reimbursement for 2/3 of the amount by which special education costs exceed the per-pupil cost of educating all pupils in the school district. The same formula is used for all special education, regardless of the type of exceptionality. This process of reimbursement may be changed in order to accommodate an equal funding pattern which might also be partly financed by a lottery.

D. Teacher Certification/Program Licensing

There are presently 826 preschool groups composed of a nursery, day care, Head Start and play groups. These are licensed by the Department of Health. These programs are visited by an interagency team composed of representatives from the Department of Health, Education and Social Services.

Connecticut has no certification requirements which specifically address Early Education of Handicapped Children.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

Child Find

After 7 months of planning and material development, Connecticut's Project Child Find began its aggressive public outreach on September 1, 1976. This milestone represents the practical integration of the varied strategies for locating and identifying all handicapped children in the state and for collecting and maintaining accurate information on provision of appropriate educational services to these children.

This outreach consists of a two part public awareness campaign using the statewide electronic and news media, and the resources of school personnel in each town or school district for disseminating information about the program.

The use of these Child Find materials couples identification of handicapped children in the communities at large, with similar efforts in other state child-serving agencies and feeds information into a newly developed tracking system. Through the several parts of Child Find a comprehsnsive program of needs assessment and survey of programs will meet the requirements of P.L. 93-380.

Local Education Agencies (LEAs) must diagnose preschool children who are referred to them by any source. However, the LEA is not required

> "to search out such children. Steps should be taken to make parents and professional personnel

in the community aware of the opportunity which the law provides for such children. These children should be studied as early as possible and that it is not necessary that either diagnoses or programming be postponed until they reach the mandatory age." (General Guidelines for Special Education Program, p. 9)

1. Identification and diagnosis. Each board of education is required to establish procedures for studying its total school population so that all children (handicapped and gifted), who may require special education will be identified and studied to the extent necessary to determine whether they should have a special education program. The board is responsible for the cost of such diagnosis as may be necessary for the planning and implementing of a special education program for each handicapped child. In addition, the board is responsible for diagnosing preschool age children who are referred for determination of eligibility for preschool programs. Procedures for identifying school age children must assure that all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance are referred to a planning and placement team.

2. Establishment of Planning and Placement Teams. State regulations require that each board establish one or more "Planning and Placement" teams (PPT). Each PPT should include representatives of the administrative, instructional and pupil personnel staff of the board of education. When more than one team is required in a district, provision will need to be made for coordination of system-wide consistency of policy. Regulations allow for flexibility in organizing the PPT's, the major criterion being that each team be qualified to (a) determine the diagnostic data required, (b) evaluate the educational signifigance of such data and, (c) formulate appropriate plans for the child's program. (General Guidelines for Special Education Programs, Section 10-76 a-j, The General Statutes, pp. 4-5)

3. Evaluative Studies by the PPT. The PPT is charged with the responsibility of reviewing the diagnostic/evaluative data for each child who has been identified as possibly requiring special education instruction or special education services, and to recommend to the superintendent the program to be provided. If additional data or special consultants are required for the PPT, provision for such should be made by the superintendent. Members of the PPT do not necessarily do the diagnostic "work up." A report should be made to the PPT on all cases referred for study or diagnosis, even if no further special education program is required. An evaluative study by the PPT is not required for children placed on home instruction for medical reasons for a period of less than three months duration. This exemption does not apply to any other type of exceptional child placed on home instruction.

The data required for an evaluative study is determined by the PPT; however, for children on long-term home instruction or those placed in special classes or who are to receive supplementary instruction or special services, (e.g. resource room instruction, social work or speech services), for a period longer than six months, the evaluative study data must include reports concerning the child's developmental and social history, his educational progress, and the psychological and medical evaluations appropriate for determining the nature and scope of his handicapping conditions. Thus a medical or psychological examination might be unnecessary for a child who is to receive a short-term service, but would be necessary in most other cases.

4. Annual reviews. The PPT must review at least annually the progress of each handicapped child receiving special education. studying all information relevent to the continued placement of a child in a special education program. A complete evaluative re-study should be made whenever there is indication of the need for such a study.

5. Parents. Whenever a child requires a special program, the parents should be advised of the nature of their child's exceptionality, the purposes and scope of the proposed special education program and should receive reports of the child's progress.

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A & B Overview/Service Delivery Systems

Preschool age children are those who will not have attained the age of of five years by January 1 of the school year. Programs are mandatory for those whose handicaps are such that their "educational potential will be irreparably diminished without special education at an early age." Boards are encouraged and will be reimbursed for providing special education for children who have not yet reached the ages specified in the state board criteria.

In identifying children, judgements should take into account the severity of the handicap and professional opinion regarding the likelihood of special education making a significant contriution to the child's progress when he reaches school age.

Although the law does not require the superintendent to search out such children, it does require evaluation upon referral from a parent, physician, clinic, social worker, or other appropriate person. Steps should be taken to make parents and professional personnel in the community aware of the opportunity which the law provides for such children. These children should be studied as early as possible. It is not necessary that either diagnosis or programming be postponed until they reach the mandatory age.

Criteria for preschool age children for whom special education is required under Section 10-76 (d), (b), (2) of the General Statutues includes,

1. Children with hearing impairments which interfere with the development of speech, language and communication skills and who will have attained the age of three years before January 1 of the school year.

2. Other handicapped children who will have attained the age of four years by January 1 of the school year when, in the judgement of the planning and placement team based on appropriate professional advice, the degree and type of handicap is such that, (a) the child will benefit from special education to an extent that will significantly improve his educational progress when he reaches school age and (b) the absence of such special education will impair the child's educational development to the extent that it is unlikely that he will be able to make satisfactory educational progress when he attains school age. (General Guidelines for Special Education Programs, Section 10-76, a-j, The General Statutes, p.9)

C. SELECTED EARLY CHILDHOOD PROGRAMS

The following chart provides basic information about state, local and private programs. The criteria used to select these programs was simply to show variety and range of Early Education Programs in Connecticut.

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Easter Seal Rehabilitation Center of Eastern Fairfield County 226 Mill Hill Avenue Bridgeport, Connecticut 06610 Edmund S. McLaughlin, Director	Approximately 26 children	Speech and language impaired, Physically handicapped	2.5 - 5 years	Ungraded day school program, also offers summer program
Easter Seal Rehabilitation Center of Southwestern Connecticut School Readiness Program 26 Palmer's Hill Road Stamford, Connecticut 06902 James L. Shearin, Ex. Director Renate Schwarz, in charge of school	Approximately 21 children	Speech and language impaired, Physically handicapped, Social and emotional, Multi-handicapped	3-6 years	Ungraded day school program
Learning to Learn Chesire, Connecticut 06410 Mrs. Gwynette Caruthers, Project Director	26 children (1975 data)	Wide range of handicaps, also includes the nearly normal with special needs	3-4 years	Total involvement of parents (especially of mothers) in the learning process, and their full participation in the ongoing study of learning. Mix of children with difficult problems. Consultants which include an optometrist and an architect

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Child Guidance Clinic School 52 Pine Street Waterbury, Connecticut 06710 Robert S. Adams, M.D. Executive Director Barbara H. Miller, M.S., ED in charge of school	Approximately 6 children	Social and emotional	1-6 years	Ungraded day school program
Preschool Intervention Program (PIP) Gengras Center St. Joseph College 1678 Asylum Avenue West Hartford, Connecticut 06117 Jody Ray, Director	18 families	Developmentally delayed behavioral problems	Youngest - 11 months Oldest -	Parents are trained to work with their own children and then to train other parents
School for Young Children St. Joseph College 1678 Asylum Avenue West Hartford, Connecticut 06116 Sr. Fay, Director	125 children approximately last 5 years	NA	Y: 3.5 O: 5.0 Nursery: 3.5 Pre. K: 4.0 - K: 5.0 -	Individualized basis on developmental attained
Celentano Preschool Handicapped Program 400 Canner Street New Haven, Connecticut 06511	45 children	Wide-range of handicaps, any problem that would interfer with child's beginning school	3.8 to school age	

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Children's Corner Lower Road East Canaan, Connecticut 06024 Mrs. Eleanor McCann, Executive Director Mrs. Maureen Markham, in charge of school	Approximately 15 children	TMR EMR	3-13 years	Graded day school program, also offers summer program
Community Child Guidance Clinic - Preschool 371 North Main Street Manchester, Connecticut 06040 Tanash H. Atoynatan, M.D. Executive Director	Approximately 6 children	Social and emotional, other	2.7 - 6 years	Ungraded day school program
Danbury Association to Advance the Handicapped and Retarded, Incorporated Miry Brook Road Danbury, Connecticut 06810 Thomas Fanning, Ex. Director Dorothy Meyers, Program Director	Approximately 23 children	TMR EMR	4-12 years	Ungraded day school program, also offers summer program

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Therapeutic Preschool of the Child Guidance Clinic of Greater Stamford 1231 Washington Boulevard Stamford, Connecticut 06902 William Rosen, M.D. Medical Director Barbara Cox, in charge of school	Approximately 6 children	Social and emotional	3-6 years	Ungraded day school program
Torrington Day Care Center 756 Riverside Avenue Torrington, Connecticut 06790 Mrs. Eleanor McCann, Executive Director Mrs. Laura Crowley, in charge of school	Approximately 10 children	TMR EMR	3-7 years	Graded day school program, also offers summer program
Greenwich Association for Retarded Citizens 50 Glenville Street Greenwich, Connecticut 06830 Linda Baulsin, Ex. Director Anne Varner, in charge of school	Approximately 10 children	TMR EMR	2.5 - 6 years	Ungraded day school program

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Open Door Nursery 704 Whitney Avenue New Haven, Connecticut Marie L. Gall, Ex. Director Ms. Martha Walczak, in charge of school	Approximately 11 children	Speech and language, Neurologically impaired, TMR, EMR, LD, Multi- handicapped	1.3 - 4 years	Ungraded day school program
Plainville Association for Retarded Children 35 South Canal Street Plainville, Connecticut 06062 Mrs. Jane Mercure, Executive Director	Approximately 3 children	TMR, EMR, Neurologically impaired, Speech and language, Physically handicapped, LD, Partially sighted, Multi-handicapped, Severely retarded	0-12 years	Ungraded day school program, also offers summer program
Shoreline Day School County Road North Guildord, Connecticut Theodore J. Bergeron, Executive Director Eileen Rossiter, in charge of school	Approximately 13 children	TMR EMR	2-7 years	Ungraded day school program, also offers summer program

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
Nursery School Mystic Oral School	Approximately 20 children	Hearing impaired	2-5 years	Natural approach to teaching language. Montessori methods used to some degree, though not all.
STAR (Society to Advance the Retarded), Preschool 182 Wolfpit Avenue Norwalk, Connecticut Mrs. Karen Kagey, Ex. Director Mrs. June Mather, in charge of school	Approximately 21 children	Multi-handicap, Developmental lags, Balance difficulties	2-4 years	Ungraded day school program, also offers summer program
Southington Association for Retarded Children 201 West Main Street Plantsville, Connecticut 06479 Phyllis Morelli, Ex. Director Evelyn Rosati, Supervisor	Approximately 6 children	TMR EMR	3-12 years	Ungraded day school program
Preschool Community Diagnostic Center Ms. Debbie Durst, Coordinator	per case			Diagnosis, prescriptive programming, evaluation at six months in child's program. NOT an in-house "school" program.

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
UCP Nursery School of New Britain 830 Corbin Avenue New Britain, Connecticut 06052 Mrs. David Moore, Director	Approximately 8 children	Physically handicapped	3-10 years	Ungraded day school program
Elizabeth Stabler Preschool 39 Courtland Avenue Stamford, Connecticut 06901 David Cantor, Ex. Director Patricia McCue, in charge of school	Approximately 18 children	TMR EMR Neurologically Impaired	0-6 years	Ungraded day school program, also offers summer program
Easter Seal Goodwill Industries Rehabilitation Center, Incorporated 20 Brookside Avenue New Haven, Connecticut 06515 Carl V. Puleo, Ex. Director Malcom Gill, in charge of school	Approximately 23 children	Neurologically Impaired Physically Impaired	3-6 years	Ungraded day school program, also offers summer program
Project MECCA Child Service Demonstration Center Trumbull, Connecticut 06611 Julia Rothenberg		LD	4-5 years	Close working relationship between MECCA staff and parents

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
UCP of Greater Hartford 1678 Asylum Avenue Gengras Center West Hartford, Connecticut 06117 John D. Halotek, Ex. Director Edward Preneta, in charge of school	Approximately 7 children	Physically handicapped with other impairments	3-7 years	Ungraded day school program
Waterbury Association for Retarded Citizens Preschool Center 80 Oakwood Avenue Waterbury, Connecticut 06702 Raymone J. Fitzpatrick Mrs. Helen McNellis	Approximately 35 children	TMR EMR	2-10 years	Ungraded day school program
Early Childhood Program Oak Hill School 120 Holcomb Street Hartford, Connecticut 06112 Mrs. Eckert		Legally blind, Deaf-blind, Visually impaired other, Multi-handicapped	3-5 years	Programs are individualized to meet the needs of the specific child
Parent Infant Program Mystic Oral School Mrs. Mark Hawk	2 children	Hearing impaired	3 mos. - 2 years	Teach parents how to deal with their deaf children

SELECTED EARLY CHILDHOOD PROGRAMS

NAME/ADDRESS	SERVED PRESENT	HANDICAPS SERVED	AGE RANGE	UNIQUE FEATURES
UCP of New London Little White School House Harkness Memorial Street Park 275 Great Neck Road Waterford, Connecticut 06385 Karl Ginand, Director	Approximately 18 children	Neurologically impaired, Physically handicapped	3-7 years	Ungraded day school program

MAINE

I. EARLY CHILDHOOD REPRESENTATIVE TO THE PLANNING MEETING

A team of four were responsible for completing this summary; Ms. Christine Bartlett, Public Policy Chariperson of the Maine Association for Education of Young Children; Ms. Carol Lenna, State Resource Consultant; Ms. Maggie Baum, State Resource Consultant; and Edward Hinckley, Educational Planner Division of Special Education.

Ms. Bartlett has no official relationship with the State Department. She was asked to represent the state of Maine at the summer planning meeting because of her involvement with the Association for Education of Young Children. Ms. Bartlett has also had experiences with preschool children through her work at Head Start programs.

II. EARLY CHILDHOOD CONSULTANT

Although the State Department of Educational and Cultural Services does not have an early Childhood Consultant on its staff currently, early education activities are being coordinated by the State Resource Consultant, Division of Special Education. This coordination effort includes input from public and private early childhood programs, day care coordinators in the Department of Human Services and other representatives from related agencies.

Limitations in state funding preclude plans for establishing a permanent Early childhood position, though there is interest in seeking federal support for an Early Childhood/Handicapped position.

III. LEGISLATION AND RELATED INFORMATION

A. Legal Status of Early Childhood Education

The commissioner may authorize expenditures to institutions and organizations for speech and language education of hearing and language impaired children who have not come of compulsory school age, but early childhood programs for handicapped children in general are not mandated under state law. Mandatory legislation covers only the 5-20 handicapped population.

In the Spring of 1976 proposed guidelines for nursery school education were submitted for approval to the legislature but the entire proposal was re-written and the specific reference to preschool handicapped services was deleted. Currently, actual legal requirements for preschool programs of any kind refer only to space, health and fire safety, and to minimum number of staff. Various sponsoring agents or agencies establish their own guidelines for program content.

There is presently a legislative document being considered by the state legislature which would provide a funding mechanism for LEAs wishing to provide services to preschool handicapped age 0-5. This would be at local option and would be regulated by the present special education procedures (Chapter 404, Title 20, MRSA 1976).

B. Definition of Early Childhood Handicapped

"Exceptional children" means any persons who reach the age of five years on or before October 15th of any school year and until the end of the school year in which such persons reach the age of 20 years who require special services in the area of vision, audition, speech and language, cerebral or perceptual functions, physical mobility functions, behavior, mental development or maturation, or multiples of these functions, as defined by the commissioner, so that their educational progress and potential may be realized.

If pending legislation is passed, this definition will be expanded to include children 0-21.

C. Reimbursement

As noted above, services to handicapped children ages 0-4 are not reimbursable under existing state legislation. If proposed legislation is adopted, administrative units wishing to start programs for preschool handicapped may do so under the reimbursement formula now set out in Chapter 404 for children 5-20.

D. Teacher Certification/Program Licensing

Some concerned people in the state are proposing legislation to mandate the development of teacher certification standards for teachers of preschool classes. Some programs have developed their own standards. Since there is no reimbursement for preschool programs, there are no state standards.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

Child Find

Child Find activities are currently operational on a statewide basis. The focus is on the 0-21 age population because of the federal mandate. The Child Find Project is operated by the State Department of Education. Referrals are made to the project through a toll free number. With the permission of the child's parents, the referral information is then passed to a district coordinator who in turn brings this information to the attention of the appropriate local district.

Statewide Early Periodic Screening, Diagnosis and Treatment (EPSDT) clinics are conducted by the Department of Human Services for income eligible children age 0-21. Referrals for identified children 0-5 are made to appropriate programs for preschool handicapped where they exist.

Individual Programs disseminate information regarding their services and coordinate with area physicians and medical related services to secure referrals of suspected problems. Screening and Evaluation is done by program staff.

At the public school level the local Pupil Evaluation Team (PET) is responsible for screening the children residing in their system. This screening includes a pre-kindergarten screening but does not include the 0-4 population.

Additionally, Chapter 404 of Title 20 MRSA, April 1976, states that "the administrative unit (school district) shall establish procedures to identify all children who require special education. The administrative unit of residence shall provide diagnosis and evaluation as necessary for the planning and implementation of a special education program for each exceptional child." (Section 3131)

The diagnosis and evaluation required above is usually performed by a Pupil Evaluation Team (PET) established by the administrative unit. The PET must include at least one member each of the administrative staff, instructional staff and pupil services staff. The PET may include, on a regular or periodic basis, professional consultants, representatives of public or private human service agencies, parents or legal guardians of students being evaluated, and other school staff. Staff members of the Department of Human Services and of the regional Mental Health Centers can be particularly valuable to the functioning of a Pupil Evaluation Team and should be encouraged to serve as regular members whenever possible.

A Social Services staff member of the regional Department of Human Services office may be involved in all local Pupil Evaluation Team activities when the child being evaluated is a state ward. Such involvement may be initiated by the Regional Department of Human Services Director, or his designee, through contacting with the local school superintendent, or at the request of the superintendent to the Regional Director.

If the aforementioned legislation is passed, handicapped children age 0-5 will be included under this section of Chapter 404.

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A. Program Alternatives - Overview

Generally there is an uneven distribution of services in the state since some counties have no federal preschool funds and no public preschool

services. Program funding patterns range from total federal assistance to total local assistance. At this time there is no overall plan for providing services to preschool handicapped children in the state. The enclosed chart is a partial list of major programs presently serving preschool children in the state.

B. Service Delivery Systems

(Refer to Section V-A)

C. Statistical Information

According to the State Department of Educational and Cultural Services the following numbers of preschool handicapped children have been reported as of 1976:

404 total preschool handicapped children

202 in Head Start

85 in public school programs

51 in D.P. centers

46 in private facilities for retarded

22 in state operated facilities

4-5% of total estimated preschool handicapped population.

D. Selected Early Childhoof Programs

(See Section IV-A and chart of selected programs)

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

The Division of Special Education in cooperation with the Headstart Learning Resource Center provides technical assistance in planning for and participates in inservice activities.

B. RRC Sponsored Activities

Through RRC and Division of Special Education support, the Association of Programs for Young Children with special needs has been formed.

Information on appraisal and programming procedures is being disseminated. Awareness workshops were conducted and solutions for transition of services for handicapped children from preschool to public school programs have been discussed with LEAs. The Association has decided to continue meeting on a regular basis in order to share information.

C. ALRC Sponsored Activities

In 1975 the ALRC supported development of early education core materials collection. Associated training for parents and professionals is taking place. Also in 1976 the ALRC provided assistance for visitations of early education personnel to media resource centers in the region for the purposes of receiving further training in the use of media with early education handicapped, and serving as local resource persons.

	PROJECT MAINSTREAM	PROJECT HELP ME	WASHINGTON COUNTY CHILDREN'S PROGRAM	INFANT DEVELOPMENT CENTER	THE CHILDREN'S CENTER	LEVINSON CENTER	PATHWAYS	KENNEBEC VALLEY COUNCIL FOR RETARDED CITIZENS PRIMARY PROGRAM
DIRECTOR AND ADDRESS	Fran Hale Main Street Cumberland Ctr. Maine	Cheri Hurst Drummond Ave. Brookside Sch. Waterville, Me.		Margaret Bruno Friends Meeting House Forest Avenue Portland, Me.	Betty Van Wyck Biddeford, Me.	Dick Lapore 159 Hogan Rd. Bangor, Maine	Joel Packer 66 Oxford St. Bangor, Maine	Monty McArdle 9 Church Street Augusta, Maine
SPONSORS	LEA	LEA	BEH	Department of Mental Health	Diocesan Human Relations Services	Department of Mental Health	Private	Private
CATEGORY	self-contained non-categorical	self-contained outreach training program for parents and teachers	parent training home-base program, self-contained	self-contained non-categorical	integrated parent program	residential respite care parent programs	self-contained non-categorical parent program	self-contained non-categorical
#s SERVED	15	14	85	42	70	4	25	11
HANDICAP	non-categorical (variety)	non-categorical	non-categorical	non-categorical	non-categorical	severe/profound	non-categorical	non-categorical
AGE OF YOUNGEST CHILD	three	two	three months	one	two and a half	two	two and a half	eighteen months
FUNDING SOURCE	Prior to this year: BEH; this year LEA	Prior to this year: BEH; this year LEA: classroom, BEH: outreach	BEH	Department of Human Services	BEH SEA	SEA	Title 20 Endowements	tuition
YEARS IN OPERATION	six	three	two	three months	-	five	one	seven

	MARIA CLARKE SCHOOL	HEADSTART	PEOPLE'S REGIONAL OPPORTUNITY PROGRAM	CEREBRAL PALSY CENTERS	ST. ELIZABETH CHILD DEVELOPMENT CENTER	INFANT STIMULATION PROGRAM	ST. LOUIS CHILD DEVLEOPMENT CENTER	
DIRECTOR AND ADDRESS	Dr. Nancy Blair Middle Street Hallowell, Me.		Eva Downs Butterfield St. Portland, Me.	Dick Scott 125 State St. Augusta, Me. Ruth Shook 103 Texas Ave. Bangor, Me. C.P. Center 331 Veranda Portland, Me.	87 High St. Portland, Me.			
SPONSORS	LEA	Federal OCD	Headstart	United Way Title XX tuition	private	Department of Human Services	BEH	
CATEGORY	self-contained	integrated 10% of Headstart is handicapped	integrated headstart and day care	self-contained physically handicapped	day care	home-based	integrated day care	
#s SERVED	4	-	50-handicapped 200-nonhandicap	three centers Portland 18 Bangor - Augusta -	-	20		
HANDICAP	communication behavioral disorders	non-categorical	non-categorical	physically handicapped	non-categorical	non-categorical	non-categorical	
AGE OF YOUNGEST	three	three	three	two	two	six months		

	MIRIA CLARKE SCHOOL	HEADSTART	PEOPLE'S REGIONAL OPPORTUNITY PROGRAM	CEREBRAL PALSY CENTERS	ST. ELIZABETH CHILD DEVELOPMENT CENTER	INFANT STIMULATION PROGRAM	ST. LOUIS CHILD DEVELOPMENT CENTER	
FUNDING SOURCE	SEA	Federal	Federal	United Way Endowments	-	Material and Child Health Services	BEH, Title XX	
YEARS IN OPERATION	three months	-	-	-	-	one	one	

MASSACHUSETTS

I. EARLY CHILDHOOD REPRESENTATIVE TO THE PLANNING MEETING

Ms. Anita Coburn was the representative from Massachusetts. She is the Project Director of the COSDU (Cooperative Staff Development Unit) Project which serves the Greater Boston and Northeast Regional Education Centers of the Massachusetts Department of Education. She is also the Early Childhood Consultant for the Northeast Center. Ms. Coburn works with school systems in the Northeast and Boston Regions of Massachusetts and coordinates early childhood training efforts through the "Spirit of 766" van (a mobile early childhood resource center), workshops and individual consultation.

II. EARLY CHILDHOOD CONSULTANT

A special project for early childhood, funded through the Division of Special Education and Directed by Charlene Imhoff, is responsible for coordinating special education early childhood activities with those of other state human service agencies (Departments of Mental Health, Public Health, and Public Welfare and the Office for Children). In addition, technical assistance is provided, through this project and in cooperation with the Regional Education Centers of the Massachusetts Department of Education, to school systems in developing screening and program services for young children with special needs.

III. LEGISLATION AND RELATED INFORMATION

A & B Definition and Legal Status of Early Childhood Handicapped

Chapter 766, the comprehensive special education law was enacted in 1972 and became effective in September 1974. Under Chapter 766 it is mandatory for school systems to identify, evaluate and provide for the special needs of children ages three and four.

A child with special needs is defined as a child who has temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional or physical factors, cerebral dysfunctioning, perceptual factors, or other specific learning disabilities, or any combination thereof, and is unable to progress effectively in a regular education program. A child of the ages three or four is considered a child with special needs if a core evaluation team determines that there is reasonable likelihood that when the child reaches kindergarten he/she will be unable to function effectively in a regular kindergarten.

While school systems are mandated to serve children, three through twenty-one, who are in need of special education services, it is permissible and reimbursable to provide services to children birth through age three. However, these services are provided at the school system's discretion.

C. Reimbursement

School systems will be reimbursed for evaluation, program services and transporation of children with special needs who have been evaluated under Chapter 766 and who are being served in public schools, education collaboratives or approved private schools.

The general reimbursement formula is 100% of the expenditures above the average pupil cost, up to 110% of the statewide average for similar programs. For preschool children, since there is no average per pupil cost, school systems are reimbursed 100%, up to 110% of the statewide average for similar programs.

D. Teacher Certification/Program Licensing

At the present time, there is no early childhood certification in Massachusetts. In order to teach in an early childhood program in a public school, a person must have an elementary (K-8) certificate and approval as a teacher of children with mild or moderate special needs.

Certification standards are presently being revised. It is anticipated that by September 1977 an approval for instructor of young children with special needs will be available. Under new legislation which provides for competency based certification, this will be raised from instructor level approval to teacher certification.

In order to be licensed, programs, other than those operated by public schools, must have personnel that meet the following requirements:

Head Teacher: high school diploma, four courses in early childhood, four years experience with preschool aged children in a day care center; OR an associate degree in early childhood or related field, four courses in early childhood or administration, three years experiences; OR at least a bachelor's degree in early childhood or related field, four courses in early childhood or administration, two years experience.

Teacher: high school diploma, two courses in early childhood, one year experience with preschool age children in a day care center; OR at least an associate degree in early childhood or related field, three months supervised experiences;

Special Education Consultant: bachelor's degree in early childhood, special education or related field, four courses in special education, two years experience with children with special needs; OR at least a master's degree in early childhood, special education or related field, four courses in special education, one year experience with children with special needs.

It should be noted that these personnel do not receive an individual certificate or license, but must meet these criteria to teach in a licensed program.

Programs, other than those in public schools or educational collaborative, must be licensed through the Office for Children. Minimum standards govern administrative structure; staff qualification (including those just explained), records and confidentiality, identification of and individual programming for children with special needs, general programming, care of the children and physical facility and equipment.

If a program is exclusively for children with special needs, it must also have the approval of the Regional Review Board of the Division of Special Education.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

Child Find

Massachusetts Child Search is conducted annually through the Massachusetts Department of Education. The purpose of Child Search is to locate all children with special needs, ages three through twenty-one, who are not receiving educational services. The Massachusetts Child Search runs a public information and awareness campaign for approximately six weeks which includes statewide publicity through daily and weekly newspapers, radio and television stations and distribution of flyers in Massachusetts' seven major languages through school systems. A toll free number is available for parents to call for more information. Representatives will talk with parents, explaining their child's right for educational services and the procedure for obtaining those services. Information about the children is sent to the local school system, which is responsible for follow-up screening, evaluation and programming.

Screening and Evaluation

School systems are required to provide kindergarten entry screening and screening for children ages three and four, upon the request of their parents. Such screening includes: a developmental history from the parent, a comprehensive health assessment, vision and hearing screening, language assessment and a screening of the child's visual, auditory and motor functioning in practical tasks.

Parents are informed of the results of the screening. When the results indicate that the child may need special education services, and the parents agree, the child is referred for a core evaluation. When the parents disagree, referral is postponed, but the screening results may be reconsidered after further screening and observation.

School systems are required to inform the community, through the use of media and other means, of their special education programs and the availability of screening.

If the screening indicates there is a likelihood that the child may have special needs, the core evaluation process is implemented. Evaluation of children ages three and four includes:

(a) a parent interview, which includes a discussion of information on the developmental and medical history of the child, information concerning the child's relationships and behavior with siblings, peers and significant adults, parental concerns and expectations relating to the child; the evaluation procedures and their role in it is explained to the parents at this time;

(b) assessment of auditory functioning;

(c) assessment of visual functioning;

(d) assessment of physical development;

(e) assessment of emotional and social functioning, including relationships with peers and adults, degree of autonomy associated with body functions, ability to organize, plan and deal with material; ability to tolerate frustrating situations;

(f) assessment of general intellectual functioning which is based on a procedure that covers a number of areas of cognitive functioning including the child's characteristic style of learning and coping with cognitive tasks;

(g) assessment of language and speech, including the degree to which the child uses language and speech for communication;

(h) assessment of the child in a group situation where he/she has an opportunity to interact with children, adults and to use materials;

(i) additional assessments as necessary, and with the consent of the parents.

The parent interview is conducted by a social worker, child psychologist, early childhood specialist, guidance or adjustment counselor, pediatrician, psychiatrist or nurse. Other assessments are done by appropriate specialists, who have experience and/or training in working with children ages three and four.

An evaluation report is presented to the Core Evaluation Team (consisting of those persons doing the interviews and assessments) and the parents. When the child is determined to need special education services, the Core Evaluation Team, the parents and others involved in the process, develop an educational plan for him/her. (See Paragraph 602, Regulations 766, Massachusetts Department of Education)

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A. Program Alternatives - Overview

The Massachusetts State Planning Document details the screening and program alternatives as well as suggesting an administrative and technical assistance structure that would be available.

In place at this time at the state level is the director of early childhood, Charlene Imhoff, who operates under the auspices of the Division of Special Education. In addition to the staff at the Central Office, there will be an early childhood coordinator in each of the six regional offices of the Department of Education. These coordinators will work directly with school systems in their region to determine existing services and assist in further program development, assist in the development and implementation of training and inservice programs both statewide and regionally, and provide technical assistance to model demonstration programs.

Each school system has been asked to identify a local early childhood coordinator who will be responsible for early childhood screening and programming and for coordination with other early childhood programs in their area.

B. Service Delivery Systems

In providing services for children with special needs, school systems are required to utilize the least restrictive environment possible. The Early Childhood State Planning Document suggests that, especially for very young children, the home may be the least restrictive environment. But regardless of whether the child's program is implemented at home or in a center-based setting, both the State Planning Document advocates and the Chapter 766 regulations mandate family involvement in the program. This can be done through home visits, parent/teacher conferences and parent education.

Center-based programs would include:

Integrated programs:

(1) Regular programs with support/modification are regular nursery programs, day care centers, Head Start programs and kindergartens

that will include children with special needs. The additional supports - specialized services, therapies, training, etc. - are supplied to the program by appropriate agencies or individuals;

(2) Integrated programs are those in which about half of the children being served may need special education services. In Massachusetts the primary example of this prototype are the preschools for handicapped and able children funded by the Department of Public Health.

(3) Combined center programs are ones in which a child spends part of his/her program time in a separate program and part in an integrated or regular program. The purpose of this is to allow the child to make a gradual and successful transition by decreasing dependency on specialized services in the separate program;

Self-contained programs

(4) Basic devleopmental skills programs are substantially separate programs in which all of the children have special needs. It provides intensive specialized programs that helps the children develop the basic skills that will contribute to their success in an integrated or regular program;

Residential programs:

(5) Residential programs are those primarily provided through the Department of Mental Health and the Department of Public Health for children whose disabilities are very severe.

Foster homes and respite care, coordinated through the Departments of Public Welfare and Mental Health, can also be considered residential services. These often provide an alternative to institutionalization.

Because of legal and fiscal constraints, the basic developmental skills programs are those most often found with school systems. However, school systems can and do contract with existing programs run privately or by other public agencies to provide more specialized and integrated programs.

C. Statistical Information

There are approximately 290,062 children ages three through five in Massachusetts.[1] Of these it is estimated that 5,573 need some special education services.[2] According to the State Plan filed with the

[1] Based on 1975 federal projections from 1970 census figures.

[2] Based on actual 10/1/76 Massachusetts school census.

United States Bureau of the Education for the Handicapped in May 1976, approximately 4,900 children, three through five, are receiving those services. These services are provided at public schools, day care centers, and other private agencies, according to individual needs as stated in educational plans, and coordinated through the school systems.

D. Selected Early Childhood Programs

The following programs are part of the First Chance Network and are funded through the Bureau of the Education for the Handicapped, Title VI, Part C:

Billerica Early Assistance Model (BEAM), Billerica Public Schools, Billerica, Massachusetts

BEAM is a home visiting program designed to help families of children birth to three by assisting in the coordination of and supplementing the various services needed to meet their child's special needs.

Boston University Infant Stimulation Project, Jackson-Mann School, Allston, Massachusetts

This project provides individual stimulation and small group situations for deaf, hard of hearing and language delayed children, birth to three. The program is located in the Boston Public Schools, but will serve any child and family who can come to the center.

Learning in Integrated Classrooms, Eliot Pearson School, Tufts University Child Study Center, 105 College Avenue, Medford, Massachusetts

This program provides an opportunity for children, two to six, with a variety of special needs, to totally participate in regular early childhood classes. A special education consultant provides training and support for the regular classroom teachers.

Integrated Preschool Education, Framingham State College, Framingham, Massachusetts

This is an integrated program for children, three to six. There are particular efforts through this project to work with surrounding school systems in providing and expanding services and implementing a broad based screening program.

Neighborhood Support Systems for Infants, 73 Union Square, Somerville, Massachusetts

This is a support system for families with infants, birth to three, who may be at risk or who have special needs. Mothers, who themselves have children with special needs, are trained and act as home visitors for the families.

OPTIMUS, Cerebral Palsy of South Shore, 105 Adams Street, Quincy, Massachusetts

This is an infant stimulation program for severely handicapped children, birth through three. The stimulation program coupled with respite care, also provided by the project, is designed to prevent institutionalization.

The following school systems and collaboratives have received federal funds through the Massachusetts Department of Education to start or expand early childhood programs: Brockton, Harwich, North River Collaborative, Plymouth/Carver, Southern Berkshire, Springfield, Northampton, Hampshire Education Collaborative, North Adams, Southwick, Concord Area Special Education Collaborative, Merrimac Education Collaborative, North Andover, North Shore Consortium, Wakefield, Milford, Hanover, Pilgrim Area Collaborative, Taunton, CHARMSS Collaborative, The Education Collaborative, Braintree, Cambridge, Norwood, Waltham, Weymouth, Winthrop, Holliston, Leominster, Assabet, Southern Worcester County Collaborative, Lexington.

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

The Early Childhood Project will be conducting workshops in each educational region during its first year. After doing a needs assessment through the Regional Education Center, it was determined that the information most needed was on screening and evaluation of young children. Throughout Spring 1977, these workshops will be planned and implemented by the central office early childhood staff, the Regional Education Center staff, and a consultant specializing in screening.

It is anticipated that training through the Early Childhood Project will be expanded during its second year.

In addition, the following colleges and universities have received federal grants to develop and expand their early childhood special education training: Emerson College, Boston; Northeastern University, Boston; Tufts University, Medford; University of Massachusetts, Amherst; and Wheelock College, Boston.

B & C ALRC/RRC Supported Activities

Through the Regional Training Centers established by the ALRC/RRC, a needs assessment was conducted in each region to determine the special education training needs. As a result of this, several workshops on screening and early childhood programming were held in the Northeast and Pittsfield Regions. Among these was a series of workshops aimed at the development of better educator/pediatrician communications.

The ALRC/RRC has also established a collection of early childhood materials for parents and educators. The collection is located in the Medford Public Library and is being used in the development of parent education workshops.

NEW HAMPSHIRE

I & II EARLY CHILDHOOD REPRESENTATIVE AND CONSULTANT

Dr. Cynthia Mowles, who is the Early Childhood Consultant for New Hampshire represented her state at the planning meeting. Dr. Mowles' position is within the State Department of Education and includes responsibility for preschool through fourth grade programs. The Special Education Section does not have an Early Childhood Consultant. The State Department of Education does not have a mandate to serve preschool children. Therefore, the consultant can only play an advisory role with programs, agencies and associations providing services to handicapped preschoolers.

III. LEGISLATION AND RELATED INFORMATION

A. Legal Status of Early Childhood Education

There is no mandatory legislation for preschool education for handicapped children. In 1973 the range in age for special education services was changed to include children 0-21.

In September 1974 there was a test case in which the parents of a three year old neurologically impaired child requested that the LEA pay for the tuition of the private nursery school their child was attending. The LEA did not pay the tuition because it stated that the LEA was not responsible for preschool handicapped children. The case was brought to court and in April 1976, the Superior Court ruled in the parents' and child's favor stating that the LEA was responsible. The LEA appealed the decision on the basis of the "assignment law". The Supreme Court, in other words, did not assign jurisdiction of the preschool child to the LEA. This decision has created a conflict regarding the interpretation of the handicapped mandate and whether it applies to preschool handicapped children.

In one sense preschool handicapped services are mandatory, but the Supreme Court decision essentially has made it a local option.

B. Definition of Early Childhood Handicapped

Preschool handicapped children are children who have not attained the school entrance age by January 1st of the school year and whose handicaps are such that their educational potential will be irreparably harmed without special education at an early age.

The New Hampshire Revised Statutes Annotated Relating to Public Schools (Chapter 186-A) states that "it is hereby declared to be the policy of the state to provide the best and most effective education possible to all handicapped children in New Hampshire."

The definition for preschool handicapped is the same for school age handicapped.

Handicapped child shall mean any person up to twenty-one years of age who is handicapped by one or more of the following handicaps:

Definitions: The following words as used in Chapter 186-A shall be construed as follows:

I. Physically handicapped shall mean a person up to twenty-one years of age, married or unmarried, whose activity is or may become so far restricted by reason of a physical defect or infirmity, however caused, as to reduce his normal capacity for education or self-support, or both.

II. Intellectually handicapped shall mean a person up to twenty-one years of age, married or unmarried, whose activity is or may become so far restricted by intellectual handicap, however caused, as to reduce his normal capacity for education or self-support, or both.

III. Emotionally handicapped shall mean a person up to twenty-one years of age, married or unmarried, who, by reason of internal emotional conflicts, home conditions or general environment, has behavior and/or learning problems or is otherwise unable to make normal social or educational adjustments but who has sufficient intellectual and emotional capacity to be enabled with clinical diagnosis, proper treatment, training and remedial education to become a responsible and self-supporting citizen.

There are seventeen categories of handicaps for persons ages 0-21 which fall into one of the three major handicapping areas of physically handicapped, intellectually handicapped and emotionally handicapped.

C. Reimbursement

The reimbursement formula is based on the cost of the program less the state average tuition per pupil. The local school district is responsible for transportation after the assignment has been made.

The following points from Chapter 186-A further delineate reimbursement procedures.

> 186-A:10 Federal Assistance: The state board of education is hereby authorized to cooperate with the federal government or any agency thereof in the development of any plan for the education of handicapped children and to receive and expend, in accordance with such plan, all funds made available to the state board of education from the federal government or any of its agencies, the state or from other sources. The several school districts of the state are hereby authorized to receive, incorporate in their budgets, and expend for the purposes hereof such funds as may be made available to them through the state board of education, from the federal government or any of its agencies.

186-A:11 State Aid: The state board of education is authorized to promulgate a program setting forth standards for education for handicapped children and to pay over to any school district, or private organization operating such an approved program, certain sums to pay a portion of the actual cost of the education of each New Hampshire resident child in such an educational program, so long as said program meets the standards set by the state board of education and so long as funds are appropriated for the purpose.

186-A:12 Expenses: The expenses incurred by a school board in administering the law in relation to education for handicapped children shall be paid by the district in which the case arises, from funds appropriated or made available to said district.

D. Teacher Certification/Program Licensing

Regulations and standards for licensing preschool programs are within the authority of the Director of the Division of Welfare. Licensing standards are provided for: group day care facilities, family day care centers and day care nurseries (group day care for the child under three years of age). Licensing procedures include requirements relative to physical facilities, personnel requirements, health standards, programs and transportation.

These certification and licensing procedures are for regular programs. There are no special provisions for handicapped children.

(See Section V-A regarding certification of kindergarten teachers.)

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

Child Find

Jean Crosby is coordinating the Child Find activities for the state of New Hampshire through New England Program in Teacher Education. She is being assisted by another NEPTE staff person, John Gale. Child Find activities are essentially the same for all ages.

The primary emphasis is to identify handicapped children through already established systems such as LEAs, agencies such as health care and special services, utility companies and the Motor Vehicle Department. Media such as radio programs are utilized on a local rather than a statewide basis. Forms are sent out with utility billings and have been placed in Motor Vehicle Offices and in the state driver licensed manuals in an attempt to especially reach people who have moved into the state.

NEW HAMPSHIRE
Section IV

Preschool children are often identified through local school districts and agencies that provide service to children and their families (e.g. Crippled Children's Agency, Infant Stimulation Programs, physicians, welfare, maternal and child health care agencies).

A high risk identification system is being utilized to identify preschoolers. The coordinator meets and explains the system to physicians and health care agencies. LEAs were contacted by the Child Find Coordinator during the first year of operation since they are the largest providers of services to children.

Once children are identified they are reported to the LEA. The LEA must report all children identified as handicapped whether or not services are being provided. Information is reported to the Special Education Section.

Children who are in need of assessment and possible programming are referred to appropriate resources such as Infant Assessment Teams, Blind and Deaf Services, Preschool Programs and other service agencies.

Evaluation Process

The following regulations pertaining to assessment and placement procedures were outlined in June 1975 in the "Amendment to State Plan under Part B, EHA as required by P.L. 93-380" by the Commissioner of Education.

The LEA shall establish a Special Education Evaluation/Placement Team to be approved by the SEA annually, and to the extent appropriate, be responsible to secure, coordinate, review and evaluate the appropriateness of the procedures, instruments and observations used to determine the child's level(s) of functioning and behavior with regard to each child's educational needs, cultural and ethnic background and other handicapping conditions, in those cases where there is a reasonable likelihood that the child may be placed in a special education program.

The Special Education Evaluation/Placement Team shall be representative of persons who are directly or indirectly involved in or influence the child's educational success. This might include the parents, various professional persons in the school or available to the school, including the regular teacher, special teacher, psychologist, specialist in assessment of intellectual functioning, communication/speech therapist, counselor, nurse, physician, social worker, or any other person who is qualified to help in the placement decision made by the team. Consideration should be given to cultural and ethnic representation.

The Special Education Evaluation/Placement Team shall be responsible for evaluating all pertinent information about the child, identifying the handicap, and making recommenuations concerning the most advantageous placement possible, bearing in mind the child's right to the least restrictive alternative.

Any educator or specialist suspecting a possible handicap shall refer the student to the team for consideration. Similarly, if district-wide or school-wide screening for potential handicap is provided at any point, referrals will be passed to the local Special Education Evaluation/Placement Team.

It shall be the responsibility of the Special Education Evaluation/Placement Team to insure that to the extent appropriate the intent or effect of the evaluation shall be the development of an appropriate written educational plan for the child, based on a description of his/her strengths and weaknesses, in accordance with the doctrine of the least restrictive alternative.

The status of each child in a special education program will be reviewed annually by the local Special Education Evaluation/Placement Team in consultation with the parent to determine whether the child should:

a. Remain in his present program using the instructional plan set for the child originally;

b. Remain in his present program but with a restructured instructional pattern;

c. Be placed with a different special service unit to meet educational and/or social needs;

d. Be totally integrated into the regular classrooms with appropriate ancillary services;

e. Be offered services elsewhere in or out of the community.

All instruments in the determination of educational placements that may be termed as special education programs shall be administered and interpreted by qualified examiners under conditions which are conducive to the best performances of the child.

The evaluation shall be comprehensive, using a full range of available instruments and observations, including diagnostic tests and other appropriate formal and informal assessments. Included in the total evaluation of the child should be an assessment of the psycho-motor and sensory development and where appropriate the use of adaptive behavior scales and vocational evaluation.

Whenever intelligence tests are administered, steps shall be taken to assure that the I.Q. score, per se, will not be used in making inferences about the child's level of intelligence or learning potential; instead the full test (including protocols, content, sub-tests, etc.) shall be interpreted.

The Special Education Evaluation/Placement Team shall evaluate the appropriateness of data received from all specialists used in the determination of handicapping conditions.

A qualified examiner of intellectually handicapped children shall mean:

a. A school psychologist certified by the New Hampshire State Department of Education;

b. An Associate School Psychologist working in consultation with a school psychologist or psychologist certified by the New Hampshire Board of Examiners of Psychologists;

c. A psychologist and/or associate psychologist certified by the New Hampshire Board of Examiners of Psychologists;

d. A Specialist in Assessment of Intellectual Functioning certified by the New Hampshire Department of Education working in consultation with a school psychologist or a psychologist certified by the New Hampshire Board of Examiners of Psychologists.

e. Any other person so certified by the Department of Education.

Children in order to be classified as having speech disorders shall be evaluated by a person certified by the New Hampshire Department of Education as a Speech and Hearing Therapist or a Speech Pathologist in private practice holding a Certificate in Clinical Competence in Speech by the American Speech and Hearing Association.

Hearing evaluations for the purposes of placement shall be conducted by a physician holding Board Certification in otology or otolaryngology or an audiologist in private practice holding the Certificate of Clinical Competence in Audiology by the American Speech and Hearing Association; or an audiologist employed by a CARF (Commission of Accrediation of Rehabilitation Facilities) approved program in a public/private agency.

Children in order to be classified as being emotionally disturbed shall be evaluated by a licensed Board Certified Psychiatrict, a Psychologist certified by the New Hampshire Board of Examiners in Psychology or a School Psychologist certified by the New Hampshire State Department of Education.

Children in order to be classified as having a visual handicap shall be evaluated by an opthamologist.

Children in order to be classified as having other physical impairments shall be evaluated by licensed physicians.

Data-classifying children classified as being learning disabled shall be evaluated by the Special Education Evaluation/Placement Team to insure that appropriate evaluational procedures were utilized by qualified examiners.

Parents shall be given a full written report of the results of the evaluations and whenever possible, shall participate in the development of the educational plan for the child.

Parents may request an LEA to conduct an evaluation of their child when they feel he or she is in need of a special program.

The parents shall have the right to obtain an independent evaluation of their child, if they disagree with the evaluation conducted by the LEA.

The expenses incurred in an initial LEA evaluation procedure recommended by the Special Education Evaluation/Placement Team of that LEA shall be an obligation of that school district in accordance with RSA 186-A:12.

It is mandated that parents be involved at the time of assignment. Parents must sign a parental "consent to placement" form.

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A. Program Alternatives - Overview

The state does not operate any early childhood education programs for handicapped children. There are a few programs that receive partial SEA funding.

Half of the districts do now service preschool handicapped children, but these services are not reaching all the children that need help.

Approximately 1/2 of the Supervisory Unions serve some handicapped preschool students. These children are basically handicapped rather than emotionally or intellectually handicapped. About 50 handicapped children out of 500 (or 10%) are enrolled in Head Start programs in the state.

There are numerous preschool programs for nonhandicapped children in the state. These are private programs that are licensed by the New Hampshire Division of Welfare with slots for 1400 children.

Kindergarten is not mandated. Legal age for school attendance is age 6. Only 1/3 of the LEAs have kindergartens. Once a kindergarten is established by an LEA, it must be retained as a program. Only publicly funded kindergartens are required to have certified teachers.

At present all local districts must prepare and submit plans to the SEA regarding Special Education activities. Such plans differ according to the individual needs of the local school district.

There are many private programs operated by day care, nursery schools, kindergartens or Head Start. These programs are licensed by the New Hampshire Division of Welfare. There are no standards for teachers other than a high school diploma or the equivalent. There are currently 422 programs licensed by the Division of Welfare.

B. Service Delivery Systems

The primary service delivery system for preschool programs would fall under one of the following prototypes: 1) "nonpublic day school programs for handicapped children," 2) "preschool programs for normal students which accept handicapped children." 3) public day school programs for handicapped children.

Nonpublic day school programs include infant stimulation programs for severely handicapped children. Examples of such children are: Dartmouth Infant Stimulation Program, Portsmouth Rehabilitation Center (an Easter Seal Program) and Easter Seal program in Manchester.

Public day school programs for handicapped children are usually funded by federal monies. An example of this type of program would be the Amoskeag Center for deaf and hard of hearing children.

Public day school programs would include programs such as Headstart and day care programs.

C. Statistical Information

No information available at this time.

D. Selected Early Childhood Programs

See Section V-B.

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

See Sections B and C.

B. RRC Sponsored Activities

In the fall of 1976 the following activities were conducted:

Early Education - Training of Infant Assessment Teams (from Portsmouth Rehabilitation Center) Jean Tufts; Early Education Assessment Conference (from Portsmouth Rehabilitation Center) Jean Tufts.

C. ALRC Sponsored Activities

In 1976 ALRC provided New Hampshire support for the compilation of a resource handbook identifying and describing model programs in Early Childhood Education for the Handicapped within the state of New Hampshire.

NEW JERSEY

I & II EARLY CHILDHOOD REPRESENTATIVE AND CONSULTANT

The representative from New Jersey was Miss Vincentz Cianci. Ms. Cianci is the Coordinator of Preschool Programs for the Handicapped. Her position is on the state level within the Division of School Programs, Bureau of Special Education and Pupil Personnel Services.

Miss Cianci's responsibilities are many. They include planning, implementation and coordination of state supported early education programs and activities for handicapped children. Her involvement extends to providing consultant and technical service for inservice training, parent involvement and the areas of screening, assessment and programming.

III. LEGISLATION AND RELATED INFORMATION

A & B Legal Status and Definition of Early Childhood Handicapped

Presently there is no mandatory legislation for education of preschool handicapped children in New Jersey. The mandate for serving handicapped children is for ages 5-20. There is permissive legislation which allows LEAs to provide services to children below the age of 5.

Legislation to lower the mandatory age to three years has been proposed for the last five years. Ms. Cianci is currently coordinating a committee to develop definitions, criteria and rules and regulations for the education of handicapped children pending proposed legislation. A State Plan is also being developed which includes program guidelines for LEAs.

It is proposed that mandatory direct educational service be provided to three and four year olds with options for school or home based activities. The proposed definition would be noncategorical and would read "pre-kindergarten handicapped" and thus avoid specific categorization or labeling such as retarded, learning disabled, etc. At present children must be classified according to one or more handicapping conditions by the basic Child Study Team.

C. Reimbursement

The state constitution guarantees that every child receive a thorough and efficient education. In support of this, the state reimburses LEAs according to a weighted reimbursement formula based on categories of disability. Additionally, 100% of the cost of transportation is reimbursed to LEAs.

Even though there is no mandatory service for preschool handicapped, LEAs may be reimbursed for preschool programs approved in the current permissive section of N.J.S.A. 18A Chapter 46.

D. Teacher Certification/Program Licensing

There is presently certification for teachers of the handicapped which is all-inclusive, noncategorical certification. However, teachers of the deaf and blind must have a special endorsement. Presently teachers of preschool projects hold either a Nursery School certificate (regular education) or a teacher of the handicapped certificate. It is being proposed that there be dual certification so that early childhood educators get a special education certificate and vice versa.

There are presently guidelines for nursery schools and day care centers. These are currently being revised. The licensing and supervision responsibility is located in another department, New Jersey Department of Human Services.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

Child Find

Child Find activities for 1976-77 consists of an 800 toll-free telephone system and statewide media campaign. The South Jersey Educational Improvement Center is responsible for the maintenance of the 800 toll-free number, distribution of telephone requests for assistance to appropriate personnel, the monitoring and tabulation of requests, and the development of the "HOW-TO" materials. The "HOW-TO" materials will be disseminated to all local school districts. In addition, LEAs will be assisted in planning and implementing a "Child Find" activity at the local school district level through training meetings held at each LRC.

All children 5-20 years reported via the toll-free system are referred to the Regional Coordinator and County Child Study Supervisor.

Children ages 0-5 who are reported are referred to the Preschool Consultant for Handicapped (formerly Parent Training Specialist) for follow-up with the assistance of the Regional Coordinator and County Child Study Supervisor. Following the referral, the preschool consultant contacts the referral source to obtain more information. If the referral source is different from the parent, the parent trainer seeks their assistance in obtaining permission to contact the parent. After speaking with the parent to determine the child's particular need, the parent trainer refers the parent to an appropriate service. There are many options available ranging from referral for screening, assessment, program placement to referrals to other agencies or associations who provide noneducationally related assistance.

Screening

If the need is for screening, the parent and child could be referred to one of four regional centers which are designated as screening centers. The

screening centers are located in Montclair, Basking Ridge, Trenton and Corbin City. The child study teams from the preschool projects at those sites perform the screening process. Included on the team may be members from the disciplines of psychology, learning disabilities, social work or nursing and speech correction.

Assessment

Following screening, if the child requires further service he can be referred directly to one of the four Basic Child Study Centers for diagnostic assessment and program placement. The four centers are located at the following state colleges: William Paterson College, Kean College of New Jersey, Trenton State College and Glassboro College. Another option is to refer the child to a specialized community clinic or service, or to refer directly to an early education program for placement.

SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A & B Overview/Service Delivery Systems

New Jersey is presently funding preschool pilot projects throughout the state. The number of projects has increased from 14 in school year 1973-1974 to 100 for school year 1976-1977. The pilot projects determine their own plan for activities. They offer a variety of activities including center-based, home-based, integration of handicapped and nonhandicapped as well as programs specifically for handicapped children.

In 1976-77 sixteen of the pilot projects utilized the High Scope Curriculum developed by Dr. David Weikart in Ypsilanti, Michigan. The curriculum is cognitively oriented and noncategorical. Originally four projects have elected to utilize this curriculum because it is highly adaptable and noncategorical.

The SEA with assistance form Rutgers University has initiated a statewide Parent Training Program which provides four Preschool Consultants for the Handicapped. One consultant is assigned to each of the four regions. Among their responsibilities, they provide assistance to parents and children referred through Child Find, they also help develop training programs for LEA staff, parents and Headstart personnel as well as assist state supported early education programs in the areas of appraisal and programming as well as the selection and use of curriculum and materials.

An additional source of assistance for preschool education in New Jersey is the TADS network located in Chapel Hill, North Carolina. The SEA has had an active involvement with TADS and through the network has obtained assistance with program planning and evaluation, child and parent programming and communication systems.

C. Statistical Information

At present 70 districts have state supported early education programs with a total state wide enrollment of 1,200 children.

D. Selected Early Childhood Programs

A Summary of Pilot Projects for the Education of Preschool Handicapped Children funded by Special State Appropriation and Title VI-B, E.H.A. (1975-76) is available upon request from the New Jersey State Department of Education, Division of School Programs (Curriculum and Instruction), Branch of Special Education and Pupil Personnel Services.

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

As part of a thrust for inservice and preservice training activities a series of special assessment workshops for training local Child Study Teams were conducted for two consecutive years. These were sponsored by the State Department and the NERRC. Teams were selected from districts which had one of the 40 preschool pilot projects. In addition to providing much needed training, these activities provided rationale for the development of new regulations which would be more realistic and appropriate for preschool children. It has been recognized that the existing guidelines for handicapped children are not totally appropriate for preschool children.

There has also been communication between institutions of higher education and the State Department of Education in an attempt to develop more preschool parent training programs on the preservice level.

B. RRC Sponsored Activities

The following is a listing of RRC supported activities:

1. The RRC provided technical assistance via training workshops on early childhood appraisal techniques. This is a repeat of Spring 1975 training program. Eight (8) weekly training sessions in the area of assessment of preschool handicapped children for selected certified New Jersey Child Study Team professionals (see above).

2. The RRC provided technical assistance via consultation services from High/Scope Foundation (Cognitive Curriculum). High/Scope consultants and teachers presently using High/Scope Curriculum will present orientation workshops for staffs of other New Jersey preschool pilot projects.

3. Disseminate information on appraisal and programming. Specifically support the development and presentation of a statewide preschool exposition (May 1976).

4. Disseminate information on appraisal and programming regarding the rights of children to appropriate evaluation and educational programs (Parent Training). SEA, parents and LEAs will be trained in evaluative and programmatic options available to New Jersey's children.

5. Training workshops for LEA/SEA staff in Ypsilanti, Michigan for High/Scope Curriculum.

6. Support of four Basic Child Study Centers (refer to Section IV) which are designed to provide in-depth evaluations for children found in county screening programs.

C. ALRC Sponsored Activities

In 1976 the ALRC supported establishment of an early education core materials collection and of parent/professional training activities based on this collection.

The Learning Resource Centers provide inservice training, workshops, and conferences dealing with materials, media and techniques required for the implementation of the individualized Educational Plan for handicapped children in public, private and state operated programs.

These activities are cooperatively developed by the Branch of Special Education and Pupil Personnel Services, the State Learning Resource Center Coordinator, the Regional Coordinators and the Learning Resource Center Directors.

Specific areas include but are not limited to:

a. education for severely impaired

b. preschool education for handicapped

c. bilingual education for handicapped

d. deaf, deaf-blind, severe emotionally disturbed, and multiple handicapped

e. surrogate/advocate training

f. federal and state legislative and regulatory requirements

g. related and ancillary services for handicapped

h. program options in consideration of the "Least Restrictive Environment" requirements of P.L. 94-142

i. dissemination of validated and exemplary projects

j. vocational education for handicapped

k. technological assistance for instruction

RHODE ISLAND

I. EARLY CHILDHOOD REPRESENTATIVE

The state of Rhode Island was represented by Dr. Thomas Culhane, staff assistant in the Special Education Unit of the Rhode Island Department of Education. Dr. Culhane's primary responsibility is with programs funded under Title X, Economic Development Act, which include several model Child Find programs. He also assists with other activities of the Special Education Unit, including the development of Child Find programs in each of the local school districts in the state.

II. EARLY CHILDHOOD CONSULTANT

In the State Department of Education there is no individual or office exclusively responsible for all phases of early childhood education. Service to early childhood programs is provided by several bureaus and their component units, including the Bureau of Technical Services (Program Development, Dissemination), the Bureau of Grants and Regulations (Innovative Programs, Compensatory Education, Regulatory and Certification, Special Education) and the Bureau of Operations (Rhode Island School for the Deaf). A Child Find consultant team works with the Special Education Unit to provide service to preschool Child Find programs for the handicapped. This program is described in detail in Part VI. The Special Education Unit consists of a Coordinator and six other professional staff, all of whom work with one or more aspects of education of preschool handicapped children as part of a broader responsibility.

III. LEGISLATION AND RELATED INFORMATION

A. Legal Status of Early Childhood Education

Chapter 24 of Title 16 of the General Laws of Rhode Island requires that the school committee of each city or town shall provide special education where there is a handicapped child within the age range designated by the regulations of the Board of Regents for Education. A legal case presently in process, and described in Part VI has led to an agreement that the local school districts have a responsibility to aggressively search out such children.

B. Definition of Early Childhood Handicapped

The Regulations - Education of Handicapped Children, in effect since approval by the State Board of Education (since replaced by the Board of Regents) in 1963, defines "exceptionally handicapped children", and then states that "a child so defined shall be eligible for special education upon the attainment of his third birthday..." It is expected that new

regulations will be approved within the next few months, but it is not anticipated that the minimum age of eligibility for special education will change.

C. Reimbursement

The principal source of funding for education of preschool handicapped in Rhode Island is local school district funds. General aid provides a minimum of 30% reimbursement of all education expenses including the expenses of education of the handicapped. The exact aid for each district is determined by a formula which takes into account the wealth of the community. In the most recent reference year the average reimbursement to the communities of the state was 37%. Additional state aid (assistance for programs for handicapped children under Section 5, Chapter 160, Public Laws of 1967 as amended by Chapter 170, Public Laws of 1968) is available to local school districts in proportion to the total number of handicapped children served.

Additional financial assistance is available to local school districts under various federal programs. Many of the Child Find programs are being financed, for example, under Title VI-B of the Education of the Handicapped Act.

There is no financial assistance specifically earmarked for transportation.

D. Teacher Certification/Program Licensing

Teachers in preschool special education programs operated by a school district must hold a teaching certificate in the appropriate field (e.g. mentally handicapped). Programs operated by other agencies must employ certified teachers to gain approval of the program by the State Education Department.

All educational programs operated by private agencies for children in Rhode Island must be approved by the State Department of Education. Such approval is based on meeting the standards published by the Department, an application to the School Approvals Unit of the Department, and an "on-site visit."

Day Care Centers, which may be a part of the continuum of services described elsewhere in this report, are not considered to be "educational programs" for this purpose, and must meet the standards set and be licensed by the State Department of Public Welfare.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

The process of identification of preschool handicapped children is undergoing major change in Rhode Island with the development of Child Find. Until this

year identification depended upon request for service by parents, or others concerned with the child. State Regulations now require the provision of special education services to handicapped children starting at age three.

1973 a legal suit was brought against the Board of Regents and several other state agencies by the Rhode Island Society for Autistic Children, Inc. Shortly after the suit came to trial, in late summer of 1975, several agreements were reached between the parties, in the form of legal stipulations, which required the Department of Education to issue memoranda to the various school districts requiring specific actions. Memorandum #6 required that each local school district establish a program for identification of preschool (age 3-6) handicapped children. The Department had contracted with consultants Judith Siegel and Ruth Schennum to provide assistance to the school districts.

Shortly after this action the Department of Education received a grant of approximately $6.3 million under Title X of the Economic Development Act to help stimulate the economy of the state and to provide jobs for some of the state's many unemployed persons. A portion of this grant was made available to fund three Child Find programs (in Cranston, Newport, and the five community Northwest Special Education Region). A fourth program was established in Central Falls, supported by Title VI funds. These programs serve as model demonstration programs, being operational from March, 1976. Other school districts are required to have programs operating during the 1976-77 school year, some of which are funded through Title VI grants.

The Child Find plan contains several distinct sections:

a. Case Finding

b. Screening and Assessment

c. Child Service Continuum

d. Parent Participation

e. Staff Training

f. Program Monitoring and Evaluation

During the summer of 1976, the state Child Find office received an implementation grant under Title VI-C which will be used to provide training experiences for Child Find personnel, and technical assistance in the planning, implementation and evaluation of the Child Find projects in the state's school districts.

The implementation grant will also support the replication of three demonstration projects to provide operating examples of varying approaches to providing services for preschool handicapped.

1. Precise Early Education of Children with Handicaps (PEECH) was developed at the University of Illinois to serve preschool multi-handicapped children through a program which heavily emphasizes precision planning and individualization, with a wide range of parent involvement.

2. Teaching Research Infant and Child Center (TRICC) was developed in the Oregon State System of Higher Education and is based on continuous evaluation techniques which monitor each child's behavior for the purpose of facilitating appropriate instructional decisions.

3. Facilitating Education Achievement Through Telecommunication (FEATT), developed at Purdue University, centers on the development of parent skills through a series of television programs and supporting activities.

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A. Program Alternatives - Overview

Rhode Island's small size and relatively dense population result in greater statewide accessibility to a variety of services than would be possible in most other states. Therefore a number of programs, some of which are described in Part V, below, are available to children from all parts of the state.

Available programs cover the complete spectrum from residential placement through specialized day settings, self-contained special class within school system, and integrated programs with or without special education support services, to home-based programs.

School districts are now required (see part IV) to establish aggressive preschool Child Find programs. It is anticipated that these programs will identify a number of children with moderate and more subtle handicaps which will require the establishment of new programs or the expansion of existing programs on the less restrictive end of the continuum.

B. Service Delivery Systems

The Rhode Island Child Find Plan, which must be implemented by each school district in the state, requires a fully-implemented full-service program for handicapped children ages 3-6 by September 1977. The plan considers the range as a continuum of services, including five general categories.

1. Parent or Home-Based Programs

Of the home-based programs in Rhode Island, some focus more on service to children and others primarily on service to parents. There are other programs which include home-based activities as one part of a more comprehensive program. Child Find activities will undoubtedly bring about an increase in number and size of the home-based programs.

2. Integrated - Nonhandicapped with Handicapped

The major example of integrated programs in Rhode Island at present is Head Start, described in greater detail in Part V, below. There are numerous nursery school and similar programs designed for "normal" children and which undoubtedly serve many children with minor handicaps. Such programs may be expected to improve their capacity to serve handicapped children in the future, both because of the potential identification of additional children with special needs, and because of the desirability of serving children in the most normal environment possible.

3a. Self-Contained - Categorical

There are numerous programs of this type, including Bradley Hospital Preschool (emotionally disturbed), Meeting Street School (neurologically impaired, orthopedically impaired, and visually impaired multi-handicapped), Hearing and Speech Services of Rhode Island Association for the Blind (blindness or loss of vision), Rhode Island Association for Retarded Citizens (four regional centers for retarded), and Rhode Island School for the Deaf (hearing impaired).

3b. Self Contained - Noncategorical

Most of the self-contained noncategorical programs for preschool handicapped children in Rhode Island are operated by school districts, sometimes as diagnostic or prescriptive classes. The number of such programs increased during the past year, and may be expected to continue to increase, as a result of the preschool Child Find programs.

4. Residential

Residential programs for preschool handicapped are operated by the State Department of Mental Health, Retardation and Hospitals at the Dr. Joseph H. Ladd School (for mentally retarded) and the Dr. U.E. Zambarano Memorial Hospital (severe and profoundly handicapped). Other residential programs are also available with the state, including the Emma Pendleton Bradley Hospital.

C. Statistical Information

The most recent information available indicates that there are approximately 36,000 preschool children in Rhode Island, of which 900 or 2 1/2 per cent are enrolled in LEA supported special education programs. Many of these children are being served because of relatively severe handicaps. A comparison with over ten percent of children age 6-9 who are served by special education programs leads to the conclusion that a large number of handicapped preschool children, especially those with moderate and less severe problems, remain unidentified and unserved. The development of model Child Find programs in several communities in the spring of 1976 is changing this situation.

D. Selected Early Childhood Programs

1. Programs Operated by State and/or Local Education Agencies

There is only one program for preschool handicapped operated by the State Department of Education. There are several operated by various school districts, of which the Newport program described below is an example.

a. Rhode Island School for the Deaf

The Rhode Island School for the Deaf, operated by the State Department of Education, has provided education for hearing impaired children since 1876. The school, which recently moved into a modern building in Providence, now serves approximately 155 children from preschool (age one) through high school. It has recently gained national recognition for the development of a language curriculum, and also has noteworthy programs in many curricula areas, including the fine and practical arts and outdoor (camping) education.

b. The Newport School Department

The Newport School Department, which also operates a compensatory education program for preschool children, instituted a program for parents of four and five year old preschoolers in early 1976. The initial group of six parents meets one day a week in one of the city schools, with activities for children provided while the parents meet. The emphasis in the program is on suggesting to parents activities which would promote the development of the child, and encouraging parents to develop activities of their own, and to assist parents with their concerns. An additional group, which will include some parents of three year olds, will be started in the 1976-77 school year.

2. Programs Operated by Other State Agencies

a. Dr. Joseph H. Ladd School

The Ladd School is a residential institution operated by the State Department of Mental Health, Retardation and Hospitals since 1907 for mentally retarded persons for ages three and over. There are now approximately 800 residents at Ladd, of which approximately 170 are between the ages of three and 21. A program of special education and training is included in the total care plan.

b. Dr. U.E. Zambarano Memorial Hospital

Zambarano Hospital, also a residential facility operated by the State Department of Mental Health, Retardation and Hospitals was established as a tuberculosis hospital. As the need for this type

of facility decreased, it was gradually converted to serve other populations also. For about 20 years the hospital has included a pediatric unit for severe and profoundly handicapped children, which has gradually been improved to teach a variety of self-care and related skills. There are approximately 80 children of various ages at the hospital. A small outpatient class is also operated for children from nearby school districts.

3. Programs Operated by Private Agencies

a. Head Start

Eight Head Start Programs in Rhode Island serve approximately 800 four year olds and their families in education, health, social work, and other areas. A coordinator of Head Start services to handicapped assists all eight programs with coordination and teacher training. Approximately 10% of the children in Head Start programs are handicapped, including some who are in split placement with another program.

b. The Francis B. Sargent Rehabilitation Communications Disorders Center

The Francis B. Sargent Rehabilitation Communications Disorders Center (formerly Hearing and Speech Services of Rhode Island) operates the Language and Speech Preschool Center for Child and Parent. This program, now in its fifth school year, serves 60 children ages three to six (nursery, kindergarten, and first grade levels) in Providence and "Campus" centers in the John F. Kennedy School in Middletown and the Globe Park School in Woonsocket. These programs serve children with primary disabilities in auditory-expressive speech and language. The Sargent Center also provides services to hospitals, Head Start programs and public schools.

c. Emma Pendleton Bradley Hospital

Bradley Hospital, a specialized facility for the treatment of emotionally disturbed children, operates a preschool program serving children ages three to six with developmental learning and behavior problems. The children, who may be residential or out-patient, are assisted through various treatment modalities, with an emphasis on parent contact. Other activities of Bradley Hospital include the Autistic Unit, the Guidance Clinic, and training and research activities, as well as others which serve older children.

d. Child Development Center

The Child Development Center (CDC) at Rhode Island was established in 1966 as a comprehensive diagnostic and treatment center for

mentally retarded and physically handicapped children. Evaluations are made of children with school difficulties, slow development and multiple handicaps, as well as particular problems such as cystic fibrosis. The CDC also operates an early intervention program for children under three and a genetic counseling program. Services are not provided for children with emotional disorders of psychiatric problems or simple orthopedic problems. The CDC is also involved with research, training and education.

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

There are several programs in Rhode Island for training personnel to work with preschool handicapped children, particularly at the inservice level.

The State Education Department is the recipient of a grant, $70,000 this year, under Part D of the Education of the Handicapped Act, for training. One portion of this grant was used to fund five summer workshops at Rhode Island College, and the remainder will be used for workshops on topics which are to be determined. Although only one of the summer workshops was on early childhood education of handicapped, the others were on closely related topics (parent education, behavior disorders, learning disabilities, parent education and severely and profoundly retarded).

Grants to school districts under various programs, including Title VI and Title X grants for preschool Child Find, all include inservice components. School districts are required to include such training in their Child Find office, which provides statewide training programs. Personnel of the State Education Department also assist local school districts with the planning and implementation of inservice activities, some of which may pertain to preschool education of handicapped children.

An instructional materials center, containing a wide variety of materials on special education, is maintained by the Cranston School Department for use by all Rhode Island educators. This center is operated under a Title VI grant, and in cooperation with the RRC and ALRC.

B. RRC Sponsored Activities

In 1975 awareness and inservice training were provided in two areas: a) information was reviewed and compiled on diagnostic and remedial services to preschool handicapped children, and b) preschool teachers and administrators were acquainted with the service delivery systems for handicapped children in Rhode Island.

In 1976-77 technical assistance has been provided through training workshops including: 1) inservice training for teachers of preschool handicapped children in early education diagnostics, 2) training for teachers and paraprofessionals in the use of large scale screening devices.

In addition, a written guide for parents on the process of obtaining services for their handicapped children is being developed.

C. ALRC Activities

An Early Education Core Collection of materials has been acquired and is housed in the Curriculum Resource Center at Rhode Island College. An annotated bibliography of this material has been prepared. A guide for parents of infants at risk has been prepared through the Meeting Street School. Workshops for teachers and for parents, on use of early education materials are to be held in early 1977.

At the Cranston Instructional Materials Center, early education materials are being reviewed and recommendations for the purpose of additional materials are being made. As a follow-up to this activity an annotated listing of these materials will be made.

VERMONT

I. EARLY CHILDHOOD REPRESENTATIVE TO THE PLANNING MEETING

Lois Holbrook was the early childhood representative to the planning meeting from Vermont. Mrs. Holbrook is Director of an Essential Early Education Center project in Burlington, Vermont. Her role as Director of the project involves administration of a public school Special Education program for handicapped children, ages 0-6. This is a regional program serving approximately twenty school districts. It is a state funded, Commissioner Designated Special Education Program.

II. A. An Essential Early Education Consultant

Madeline Miles is the Essential Early Education Consultant on the state level within the Division of Special Education and Pupil Personnel Services. She is responsible for coordinating all early childhood activities for the handicapped in the state. Among her duties are assessment of needs of Essential Early Education programs, support and technical assistance to LEAs in developing programs to meet the needs of the preschool handicapped, coordinating Essential Early Education Services of SEA and LEAs with other agencies such as Head Start, The Department of Health, The Department of Mental Health, etc., and organizing inservice training programs for early childhood personnel serving the handicapped.

B. An Early Childhood Consultant

Mary Ann Brennan is the Early Childhood Consultant for the Department of Education. The Early Childhood Consultant provides leadership and technical assistance in the Development of exemplary early childhood projects, funded under the auspices of ESEA Title I, Title III, Title IV and Follow Through; in home-based parent-child education and/or center-based child education as models for adaption/adoption in other Vermont communities. The consultant acts as a resource person to appropriate public and private agencies interested in initiating home-based parent-child education and center-based education programs in early childhood education. She assists in the planning and carrying out of training sessions for parents, volunteers, and Follow Through pilot projects staff in order that they may more effectively meet the objectives of their early childhood project. The consultant trains teams of people from the Vermont Follow Through Project to inform communities about the possibilities and values in parent-child education programs. She provides consultative services to Vermont school districts planning and operating compensatory early childhood education programs. She assists in the coordination of early childhood programs funded from multi-division/agency sources. She works regularly with all Department of Education personnel involved in early childhood programs for information sharing and coordination activities. She identifies state and community resources (health, education and social services) which could provide services to early childhood education in local communities and maintains an index of personnel and material resources available to local administrators and teachers in early childhood

education programs. She works with the Executive Secretary of the Interagency Council on early childhood activities involving affected agencies. Finally, she participates in important regional or national conferences on early childhood.

C. Cooperation Between Essential Early Childhood Consultant and Early Childhood Consultant

The Essential Early Education Consultant and the Early Childhood Consultant have a close working relationship. They participate jointly in assessing state needs, program planning, development and follow-up, interagency contacts, newsletter publication and inservice training where it is felt that such activities will facilitate better services for the preschool handicapped.

III. LEGISLATION AND RELATED INFORMATION

A. Legal Status of Early Childhood Education

There is no mandatory requirement for special education services to the handicapped in Vermont. Before 1972 such services were permitted from ages 6-21, at the discretion of the local superintendent. As of 1972 permissive legislation was amended to include essential early education services for handicapped children from birth to age 6.

Currently the state of Vermont is in the fifth step of a TEN Year Plan which will provide minimum essential educational services to all handicapped children. Under this plan, it is anticipated that by 1983 all handicapped children from birth to legal school age will have available to them free, appropriate educational service.

The Special Education Advisory Council was established by Vermont Statutes to provide input and feedback to the State Department of Education relative to the development and implementation of special education programs. It consists of the Commissioner of Education, who serves as Chairman of the Council and the Director of Special Education, representative of Departments and agencies dealing with children who have special education problems and parents of these children.

B. Definition of Early Childhood Handicapped

Children are eligible for early education services if, according to the Guidelines for Essential Early Childhood Education, they demonstrate that they have significant deficits in one or more of the following fundamental skills and can be enrolled in an approved program with a plan to improve one or more deficit fundamental skills:

social and self-care	mobility and coordination
speech, language, communication	cognition

as measured in one of the following three ways:

1. The child has not achieved the competencies expected for his age in one or more areas above as measured by an accepted nationally recognized preschool test or set of developmental-educational skills, and a procedure has been instituted to determine that the measurement is a reliable sample of the child's behavior.

2. The child falls below minimum objectives, for his age, established for a community through a procedure registered in and accepted by the Special Educational Services, State Department of Education, and a procedure has been instituted to determine that this measurement is a reliable sample of the child's behavior.

3. The child with a medical condition which is determined to be physically or mentally disabling is eligible for a period of educational assessment and parent conferencing to determine whether or not he needs to continue in the early education program. If it is determined that this youngster has infact, from further study, already reached a level of competency so that his handicapping condition is not educationally disabling in one of the four areas, he may exit at this point.

   And in addition, the levels of this eligible child should generally fall into one or more of the fundamental skill areas between the levels above.

Age	
0 - 3	Clearly observable deficits
3.0	Functioning at or below 1 year 6 months (a one year, 6 month discrepancy)
4.0	Functioning at or below a 2 years 6 months (a one year, 6 month discrepancy)
5.0	Functioning at or below 3 years (a 2 year discrepancy)
6.0	Functioning at or below 4 years (a 2 year discrepancy)

C. Reimbursement

There are several optional patterns for funding approved programs.

PATTERN I: The Commissioner Designated Program

The term Commissioner Designated means a program which is operated by a school district or other agency with State Department of Education approval and funding for services to handicapped children. Under this program description the school district of each child's town of residence is billed back to the local schools per pupil costs (or in case of preschoolers, prorated per pupil costs) the following year.

The budget for preschool education is based upon the regulations of all Commissioner Designated Programs and an agreed budget is developed in these areas:

Administration
Instruction
Health Services
Pupil Transportation
Operation of Plant
Maintenance of Plant
Mixed Charges

The prorated per pupil costs are returned to the State Department of Education from the district of residence for each child attending the program.

PATTERN II: An approved program which is Non-Commissioner Designated

The State Department of Education could pay 100% of actual salaries of the approved early childhood specialist for three years and 75% of that salary thereafter. The program could collect the prorated per pupil costs from the school district of residence of all children attending the program.

PATTERN III: A combination of I and II

PATTERN IV: An approved program for a child participating in an existing preschool program such as Headstart, Day Care, etc.

Tuition may be paid at a rate established by the State Department of Education for whatever portion of the day is considered necessary special education for a given child. For this approval of the child's needs, level of skills, instructional objectives stated in measurable terms must be submitted to the State Department of Education via the superintendent of the child's school district of residence. A written assurance that there are no other federal or state funds available must accompany this request for funding. NO funding will be paid retroactively for services provided prior to formal application and approval.

With regard to transportation, the Vermont law states that the local school district staff make provisions for transportation for any legal school age pupil whose handicaps requires him to be transported. The State Department of Education is attempting to provide reasonable and proper transportation for preschoolers enrolled in regional or Commissioner Designated Programs through funds budgeted for that program. Local school districts are encouraged to arrange transportation for preschoolers enrolled in essential early education programs and when problems arise the State Department of Education will work with the local school district to develop a plan to provide essential transportation not otherwise available.

VERMONT
Section III-D

D. Teacher Certification/Program Licensing

Teacher Certification for Essential Early Education Programs

The current State Department of Education Certification requires that the teacher holds an Elementary Teaching Certificate with an endorsement certifying work in the preschool area and an endorsement certifying that they are qualified as a teacher of the handicapped.

Because these certification requirements did not relate to competencies, a Task Force of Essential Early Educators and Early Childhood Specialists was established to make some recommendations to the State Department of Education relative to future certification of essential early educators.

The following competencies for Essential Early Educators (teachers of the handicapped from ages 0-6) were developed by that Task Force. They have been developed from the premise that:

1. These competencies are those which are in ADDITION to the competencies required for REGULAR PRESCHOOL TEACHERS.

2. These are a MINIMUM SET OF COMPETENCIES which are essential for good education of handicapped youngsters under the age of seven, regardless of the theoretical model in which the work is done. Those working in program development and teacher training who represent strong theoretical biases for behaviorism, psychoeducation approaches or other theoretical models may feel the need of further competencies to be added to this list. These additions, of course, could and should be made for such programs but are not felt to be part of the MINIMUM ESSENTIALS.

3. When the MEASUREMENT SYSTEM is added to these competencies the theoretical biases become more predominent and therefore, those using these competencies must establish their own measurement standards to accompany inservice and preservice teaching modules or certification requests.

4. It is important to keep the list of minimum essential competencies relatively SHORT and CONSISE if implementation for training and certification is expected.

5. SKILLS ALONE DO NOT MAKE A GOOD TEACHER. There are personality traits which are essential. Some of these are:

   a) loves and respects children
   b) treats children as individuals
   c) is flexible, stable and calm in a crisis
   d) has foresight
   e) has respect for people
   f) communicates well with others
   g) accepts professional responsibility for child change
   h) good physical health and stamina

Given these premises, the following skills are recommended for all Essential Early Educators.

THE ESSENTIAL EARLY EDUCATOR CAN EVALUATE PRESCHOOL CHILDREN
This includes:

a. knowledge of normal development of children in social-emotional, motor, self-help, language and cognitive areas

b. competency in assessing children using either standardized tests, developmental scales and/or minimum objectives

c. competency in establishing an instructional level

THE ESSENTIAL EARLY EDUCATOR CAN WRITE AN APPROPRIATE AND MEASURABLE INSTRUCTIONAL OBJECTIVE

THE ESSENTIAL EARLY EDUCATOR CAN EFFECT POSITIVE CHILD CHANGE
This includes:

a. competency in adapting preschool curriculum to teaching children with special handicapping conditions

b. competency in use of basic techniques of speech and language development

c. competency in establishing instructional sequences: motor, self-help, cognitive, linguistic, verbal and social

d. competency in classroom and/or child management

e. competency in teaching procedures which result in child learning

THE ESSENTIAL EARLY EDUCATOR CAN MONITOR A CHILD'S PROGRESS TO INSURE THAT METHODS AND MATERIALS ARE EFFECTIVE. This includes:

a. competency in recording daily progress

b. competency in modifying teaching strategies when indicated by monitoring system

THE ESSENTIAL EARLY EDUCATOR CAN COMMUNICATE AND COUNSEL WITH PARENTS
This includes:

a. competency in conducting a parent interview

b. competency in maintaining continuous interactions with parents

c. competency in interpreting a child's program and progress

d. competency in training parents in management skills

e. competency in writing a child's progress report

f. knowledge of local, state and national resources

THE ESSENTIAL EARLY EDUCATOR CAN COMMUNICATE WITH OTHER PROFESSIONALS AND PARAPROFESSIONALS DIRECTLY INVOLVED WITH THE CHILD. This includes:

a. competency in working cooperatively with other professionals to enhance the child's program

b. competency in training paraprofessionals, volunteers and students

c. competency in supervising paraprofessionals, volunteers and students

These recommended competencies are currently used informally by the State Department of Education Certification Officer on a trial basis and will be submitted formally to the State Board of Education for their consideration for adoption in the near future.

Program Licensing for Essential Early Education Programs

The process for establishing programs is to write, or review and update annually, a proposal which includes:

Needs assessment - identification of the eligible population
Program objectives
Program activities
Evaluation procedures
Budget

Within this program, provisions must be made so that every child who receives State Department of Education funding has a written record which, after four weeks from entry, includes his:

Instructional objectives
Entry level skills
Intervention strategies

By the end of the term, added to this should be stated the child's:

Exit level skills
Recommendations

Procedures for Essential Early Education Programs have been written in a draft copy form. These have been reviewed by an Input Team of Essential Early Education Specialists of a variety of disciplines plus parents and are currently being revised for presentation to the State Board for adoption as part of the Rules and Regulations. When these are completed they will include the criteria for certifying an essential early education program including recommended class size or staff to pupil ratio, teacher certification, due process procedures, individualized education programs, etc.

Guidelines for Compensatory Early Education (Title I preschool programs) have similar guidelines which permit the coordination of Title I and Special Education Programs for Preschoolers and through this coordination obtains greater coverage from the combined funding sources than could be accomplished by either funding source alone.

Educational service provides for programs outside of the LEA system and they must follow the State Department of Education program procedures if they wish program approval for a class of handicapped children or a plan for an individual child who is being mainstreamed in a regular preschool, Headstart or Day Care program.

IV. PROCESS FOR SCREENING, IDENTIFICATION AND EVALUATION

In 1976 Alice Angney was hired by the Division of Special Education and Pupil Personnel Services to coordinate all Child Count and Child Find activities in the state. She has gone to local districts to see how Child Find activities are being conducted and is making recommendations.

There is no statewide screening process. In a 1975-76 survey of preschool screening practices in Vermont schools, only 27 (of 56 superintendencies in the state) reported some degree of preschool screening in every town.

Currently, the identification process for handicapped children is fragmented. In communities where there are established essential early education programs or compensatory early education programs (Title I preschool programs) comprehensive screening is done for the age group served. Public Health Nurses, E.P.S.D.T., and Headstarts all do some form of screening with segments of the preschool population, but their target groups vary and overlap with their geographic boundaries and administrative rules.

Identification in some areas of the state relies on referrals from medical personnel, parents and other public and private agencies.

A new project administered by the Clinic (and funded by Vermont Developmental Disabilities) is one of "Early Screening for High Risk Infants." The goals of the project are:

1. To identify infants who may develop problems

2. To diagnose and evaluate these infants

3. To refer these children to appropriate services and/or programs

Assessment of children ages 0-3 takes place in the home. Observation and interviews combined with a developmental scale or minimum objectives provide educational information. Team evaluation by a Physical Therapist, Occupational Therapist and Speech Pathologist is done either at home or at school and this information serves as a guide for educators in setting up learning activities to be carried out be the parents at home. The aim of programs for

children 0-3 is to cut down on excess "handling" of infants. Parents become the trainers and program is monitored by an educator. Children 0-3 are eligible for educational services if they have "clearly observable handicapping conditions.

Dr. Marian McKee, Director of the Clinic and the project, has trained medical personnel throughout the state to do an initial diagnostic screening using a checklist. If the child's score is below a specific cutoff, he may be referred to the Clinic for further evaluation and Dr. McKee is working closely with Education Personnel to develop a good meshing of services for identifying children.

In general, however, the identification process at best is spotty in nature and therefore, we are working to develop LEA based screening that attempts to coordinate with existing screening services in the LEA's geographic area. Each LEA should develop a comprehensive screening plan. In this effort, 20 local school based teams were trained last year to administer the DIAL screening instrument and it is anticipated that another 20 local school based teams will be trained using the Comprehensive Identification Process (CIP) this year.

We hope to repeat our preschool screening survey in June 1977 to determine whether this plan is resulting in the more comprehensive identification process at the LEA level that we are working toward.

V. SERVICES/PROGRAMS FOR CHILDREN AND PARENTS

A & B Program Alternatives - Overview

There are several program alternatives which provide services to preschool handicapped children including nursery schools, compensatory early education programs (Title I), Head Start, and Day Care programs. These are critical components if we wish to provide a continuum of special education services within a school district. We are attempting to work with these agencies to develop Individual Educational Plans for handicapped youngsters who can be served appropriately in these lesser restrictive environments.

Other Essential Early Education projects operate in one of two types of programming: home-based and center-based.

Home-based programs are for children primarily aged 0-3 though some LEAs have chosen to serve children 0-6 with this model and some supplement this model with group experience in other preschool programs. The home program is implemented by visits to each home once a week. In some programs, once a month children and their parents come to the center for workshops. These programs are primarily sponsored by LEAs with SEA support.

Center-based programs operate primarily for children age 3-6. Classes may consist of up to ten handicapped youngsters served by 1 teacher and 1 aide. Most classes are noncategorical serving a variety of exceptionalities. Class size can be slightly larger if it is coordinated with a Title I Preschool Class for the handicapped and disadvantaged children. Parent involvement is important and this is accomplished in a variety of ways including observations, conferences, workshops, home visits, etc.

Center-based programs have been designed to accommodate most handicapping conditions but whenever possible less restrictive placements are encouraged if equally appropriate educational programming can be assured.

Currently in Vermont about half of the children are being served by home-based programs and half by center-based programs. More and more, there appears to be a trend toward developing either option within a school district depending on the child's needs and working toward greater cooperation with Headstarts, Day Cares and private preschools.

Kindergarten is not mandatory in Vermont. Legal age for mandatory school attendance is age 7. LEAs must provide schooling for children age 6 and may provide schooling at age 5 (kindergarten).

C. Statistical Information

We have estimated that there are approximately 1800 handicapped children in Vermont from birth to 6 years of age. During 1975-76 518 of these estimated 1800 children were being served. Of these 270 were served in state funded special education programs.

D. Selected Early Childhood Programs

A directory of programs in Vermont is available on request from the Division of Special Education and Pupil Personnel Services, State Department of Education, Montpelier, Vermont 05602.

VI. OTHER PROJECTS

A. State Sponsored Inservice and Preservice Activities

Inservice

1. Each summer 10 Compensatory Early Educators, Headstart teachers or Essential Early Educators receive six weeks of inservice training in working with young handicapped children. This includes course work plus concentrated practicum training with follow-up consultations throughout the academic year. (In the summer of 1975, the RRC supported this training session.)

2. One and two day workshops throughout the year to meet the needs of those working with the preschool handicapped. In 1976, five persons were sent to the CEC Early Childhood Conference in Phoenix.

Preservice

A six week summer training session was held (1975) for ten teachers of early education who have not had extensive experience with the handicapped or teachers of the handicapped who needed more experience with early childhood development and curriculum. Compensatory Early Educators and Headstart teachers as well as Essential Early Education personnel were included in the training session.

In June of 1976 a workshop on Child Find was held for LEA administrators and LEA Child Count Coordinators, as well as SEA staff members. The purpose of the activity was to provide information to LEAs on how they could participate in Child Find activities. Materials and procedures were discussed. Because this activity was well received, four follow-up workshops for LEA personnel were held from August through October of this year.

C. ALRC Sponsored Activities

The ALRC supported establishment of an early education core materials collection, housed at Trinity College (FY'76). ALRC also cooperated with other agencies in the sponsorship of a ten-day workshop designed to enhance the competencies of Headstart teachers in working with young handicapped children. This involved the training of 40 Headstart teachers from September to May and also provided for follow-up training of six leadership persons to encourage carry-over of the principles learned in the workshop.

APPENDIX A

REGION 9 EARLY EDUCATION PLANNING COMMITTEE MEETING

June 17-18, 1976

Agenda

Thursday, June 17

12:00 - 1:00 p.m.	Lunch (dining room)
1:00 - 1:30 p.m.	Introduction - Peggy Thorpe Rena Minisi Carolyn Lieber
1:30 - 2:30 p.m.	Connecticut
2:30 - 3:30 p.m.	Maine
3:30 - 4:30 p.m.	Massachusetts
4:30 - 5:30 p.m.	Rhode Island
7:00 -	Dinner (on your own)

Friday, June 18

8:00 - 8:30 a.m.	Breakfast (on your own, or coffee, juice, danish in room 202)
8:30 - 9:30 a.m.	New Jersey
9:30 - 10:30 a.m.	New Hampshire
10:30 - 11:30 a.m.	Vermont
11:30 - 12:30 p.m.	Invited guests - presentations, reactions and comments
12:30 - 1:30 p.m.	Lunch - Meeting room 202
1:30 - 4:30 p.m.	Round table discussion and planning for follow-up. NERRC capabilities
4:30 p.m. -	Closing - Dinner (Please note: Participants are on their own for dinner and will be reimbursed by NERRC)

APPENDIX B

REGION 9 EARLY EDUCATION PLANNING COMMITTEE MEETING

June 17-18, 1976
Cherry Hill, New Jersey

Directory of Participants

Representatives from the Northeastern States

Ms. Christine B. Bartlett
Public Policy Chairperson
Maine Association Education of Young Children
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(207)933-4494 (Home Phone)

Ms. Vincentz Cianci
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Ms. Anita R. Coburn
Project Director - Early Childhood Staff
Northeast Regional Education Center Development
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Dr. Thomas Culhane
Consultant in Special Education
Special Education Unit
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Miss Lois Holbrook
Program Director
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Representatives from the Northeast Learning Resource System

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ALRC Program Development and Evaluation Consultant
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Directory of Participants (cont'd)

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APPENDIX C

CONFERENCE OVERVIEW

The Northeast Regional Resource Center (NERRC) conducted a "Conference on Early Education for Handicapped Children" in Cambridge, Massachusetts on January 12, 13 and 14, 1977. This conference was developed according to the needs identified by a planning meeting conducted by the NERRC and attended by representatives to the seven states served by the NERRC (refer to INTRODUCTION).

Participants at the Conference

In order to attain conference goals and objectives, the NERRC recommended that participants attend the conference as a state team which could be composed of members who represent various backgrounds and areas of expertise. The following groups that were represented included members from: State Education Agencies, Local Education Agencies, Public and Private Agencies, Higher Education, Learning Resource Centers, Medical Professionals (e.g. physicians, physical therapists, occupational therapists), parent associations or other advocacy groups, and Child Find Programs. State Resource Consultants attended as the chairperson of their respective teams or designated a person to act as chairperson. State Resource Consultants acted as liaisons between the NERRC and their respective states.

The NERRC recommended that each state team will act as a nuclear group to share information obtained from various workshop sessions and to generate suggestions for possible follow-up activities according to the needs and priorities of each client state.

Goals and Objectives of the Conference

The overall goal of the conference was to disseminate information on selected issues and services in educational appraisal and programming for handicapped children ages 0-5.

The specific objectives of the conference were as follows:

1. To discuss priorities in Early Education for Handicapped Children.
2. To identify exemplary resources on a regional and national level with an emphasis on those resources within Region 9.
3. To discuss activities designed to increase public awareness for early intervention.
4. To provide information on the identification of handicapped children ages 0-6.
5. To disseminate information relative to early childhood education research and its direct application to curriculum development and programming.

Conference Overview (cont'd)

6. To provide information on ways to coordinate all services at the local level for young children and their families.

7. To provide information on screening methods and its implications for providing services to handicapped children aged 0-6.

8. To present an example of an interdisciplinary approach to the provision of services for infants, toddlers and preschoolers.

9. To discuss approaches for pre-and in-service personnel preparation of early childhood educators.

10. To disseminate information about services designed for children from birth through age 3.

11. To provide information on an integrated approach to educating young handicapped and nonhandicapped children.

12. To present information on monitoring and evaluation of early education programs to provide for quality control.

13. To explore ways of involving parents in the educational process in order to foster relationships between home and school.

14. To provide information about medical assessment of children ages 0-6 and how it relates to educational programming.

15. To provide information about outreach activities to children and their families and coordination with center-based activities.

16. To provide access to selected early childhood materials and resources from the seven client states in Region 9.

17. To establish state teams who will share information obtained from various workshop groups and generate suggestions for possible follow-up activities according to the needs and priorities of each client state.

APPENDIX D

REGION 9 CONFERENCE

EARLY EDUCATION FOR HANDICAPPED CHILDREN

Sponsored by:

THE NORTHEAST REGIONAL RESOURCE CENTER

Hyatt Regency Hotel
Cambridge, Massachusetts
January 12, 13 and 14, 1977

CONFERENCE AGENDA

Time	Activity
	Wednesday, January 12, 1977
10:30 - 12:00 a.m.	"CONFERENCE REGISTRATION" Room Registration
11:00 - 12:00 a.m.	STATE TEAM MEETING Consultant/NERRC Staff Meeting (Optional)
12:00 - 1:00 p.m.	BUFFET LUNCHEON (for total group) Serving Dining
1:00 - 1:30 p.m.	OPENING SESSION Welcome and Opening Remarks Dr. Robert Audette, Associate Commissioner, Division of Special Education, Massachusetts State Department Dr. Nicholas Maldari, Executive Director NELRS Mr. William Cashman, Director NERRC Peggy Thorpe, NERRC Rena Minisi, NERRC
1:30 - 3:00 p.m.	KEYNOTE ADDRESS "Early Education: Establishing Priorities and Identifying Resources" - Dr. George Olshin, Southern Connecticut State College

Time	Activity
	Dr. Olshin will discuss priorities in early education for handicapped children. He will also identify resources on a regional and national level that can be utilized by early childhood personnel to develop and implement programs.
3:00 - 3:15 p.m.	Coffee/Coke Break
3:15 - 5:00 p.m.	CHILD FIND PANEL DISCUSSION Seven State Presentation Moderated by Judy Seigel, Director of Child Find, State Department of Education, Providence, Rhode Island The panel will include: Larry Cardonick - Child Find Director, New Jersey Dr. Jean Crosby - Director of Child Find, New Hampshire Madeline Miles - Early Childhood Consultant - Vermont Arlene Dale - Representative of Child Search - Mass. Richard Spencer - Child Find Director, Maine Clay Steinberger - Child Find Coordinator, Connecticut A panel representing each state in the Northeast Region will address the following issues: state legislation relative to Child Find, the message of public awareness activities, the nature of parent involvement, identification procedures, and information concerning the types of children being found and follow-up services.
3:15 - 7:00 p.m.	SELECTED FILMS (See Film List)
5:30 - 6:30 p.m.	MATERIALS EXPO Displays by Learning Resource Centers, State and Local Agencies
6:30 - 7:30 p.m.	INFORMAL DISCUSSION WITH CONSULTANTS AND PARTICIPANTS Room open till midnight
	Thursday, January 13, 1977
8:00 - 9:00 a.m.	Breakfast (individual choice)
8:30 - 9:00 a.m.	Coffee and Danish

Time	Activity
9:00 - 11:30 a.m.	GENERAL SESSION "Issues in Early Education for Handicapped Children" - Dr. Diane Bricker, Professor, University of Miami Dr. Bricker will discuss major problems and issues relative to the development and implementation of early education programs for handicapped children. Issues to be addressed will include: integrated vs. nonintegrated programs, parent involvement, developmental and behavioral processes, evaluation of programs, curriculum development and implementation.
(10:[illegible] - 10:30 a.m.)	(Coffee Break)
11:45 - 12:45 p.m.	LUNCHEON (for total group)
1:00 - 2:30 p.m.	SMALL GROUP WORKSHOPS Choice of Workshops #1, 2 or 3 #1 - An Interdisciplinary Approach to the Assessment of Children from Birth to Age 6. Dr. Peter Buerman, Director Ms. Shirley Hirsch, Social Worker Ms. Mary Elizabeth Krablin, Occupational Therapist Ms. Margaret Bolton, Speech Pathologist Project Child, Trenton, New Jersey This workshop will discuss an interdisciplinary approach to assessment. It will deal with the roles and responsibilities of various disciplines, how they are at times interchangeable, and at what points specific responsibilities are taken by certain disciplines. #2 - Services for Handicapped Children from Birth through Age 3 Irma Hyman, Director of the Parent Program for Devleopmental Management Meeting Street School, Providence, Rhode Island This workshop will describe the program at the Meeting Street School for severely and multi-handicapped children from birth through age 3. The presentation will include referral to assessment procedures as well as home and center based programming activities for children and their parents.

Time	Activity
	#3 - Developing and Implementing Interagency Cooperation Ms. Sally Kallem, Coordinator of Essential Early Education Program Addison Northeast Supervisory Union, New Haven, Vermont This workshop will discuss the ways in which services from various agencies (state, local, higher education, medical, etc.) can be coordinated on the local level in order to provide assistance to young handicapped children and their families. A discussion will take place concerning successes and difficulties encountered in attempting to develop and implement interagency cooperation.
2:30 - 3:00 p.m.	Coffee/Coke Break
3:00 - 4:30 p.m.	SMALL GROUP WORKSHOPS Choice of Workshops #4, 5 or 6 #4 - Medical Assessment as Related to Educational Programming for Young Handicapped Children Dr. Judy Palfry, Associate Director Community Service Program Children's Hospital, Boston, Massachusetts This workshop is designed to give early childhood personnel an awareness of what should be included in a medical assessment, what can be done to relate this medical assessment to an educational program plan and what medical personnel can tell parents and educators in reference to programming. #5 - An Integrated Approach to Educating Handicapped and Nonhandicapped Children Ms. Eva Downs, Director Ms. Phyllis Kamin, Supervisor/Coordinator of Educational Programming Nick Kirby, Team Leader Peoples Regional Opportunity Corporation, Portland, Me. This workshop will discuss an integrated approach to creating a flexible environment and program for educating handicapped and nonhandicapped children. Topics include staff composition and responsibilities, interagency cooperation, parent involvement, inservice training, and individualizing instruction.

Time	Activity
	#6 - Pre and Inservice Training for Early Childhood Personnel in a Program for Handicapped and Nonhandicapped Children
	Dr. Samuel J. Meisels, Director Ms. Lane Gunnoe, Dissemination Coordinator
	Eliot Pearson Children's School, Tufts University, Medford, Massachusetts
	This workshop will discuss the pre and inservice training for early childhood personnel at the Eliot Pearson Children's School at Tufts University. The workshop will deal with preparing early childhood personnel to use an individualized developmental approach with children who have mild to moderate handicaps in an integrated setting.
4:45 - 6:30 p.m.	MATERIALS EXPO Displays by Learning Resource Centers, State and Local Agencies
4:45 - 7:30 p.m.	INFORMAL SHARING WITH CONSULTANTS AND PARTICIPANTS Room open till midnight
	Friday, January 14, 1977
8:00 - 9:00 a.m.	Breakfast (on your own)
8:30 - 9:00 a.m.	Coffee and Danish
9:00 - 10:30 a.m.	SMALL GROUP WORKSHOPS Choice of Workshops #7, 8 or 9
	#7 - Outreach Activities for Children Ages 0-3
	Ruth Sorrell, Occupational Therapist Ruth Reames, Parent Educator
	Essential Early Education Center, Burlington, Vermont
	This workshop will present various components of a particular outreach program presently in operation in Burlington and the surrounding region in the State of Vermont. Issues to be discussed include: Coordination of outreach activities with center-based activities, assessment and programming activities, parent involvement and the interdisciplinary staff cooperation.

Time	Activity
	#8 - An Approach to Infant Assessment Mary Overbagh, Director of Preschool Program Karen Stidsen, Coordinator of Home Program Portsmouth Rehabilitation Center, Portsmouth, N.H. This workshop will present a model approach to infant assessment. The relationships between assessment and programming will be discussed. The benefits and difficulties of early intervention will be explored.
	#9 - Parent Involvement in Early Education Programs Ms. Joann M. Ray, Director Preschool Intervention Program, West Hartford, Conn. This workshop will discuss the various ways in which parents might be involved in appraisal and program activities for their young handicapped children. Issues to be discussed include: program development and implementation, training activities, needs relative to parent involvement, home-school relationships.
10:30 - 10:45 a.m.	Coffee Break
10:45 - 12:15 p.m.	SMALL GROUP WORKSHOPS Choice of Workshops #10, 11 or 12
	#10 - Maintaining Quality in Early Education Programs Marian and Peter Hainsworth, Directors Project ERIN, Newton, Massachusetts This workshop will present, from a supervisory point of view, the major considerations considered to be necessary in maintaining quality control in early education programs. A potential range of technical assistance activities to local programs will be discussed.
	#11 An Approach to Screening Lois Davis, Assistant Director/Outreach Coordinator Celentano School, New Haven, Connecticut This workshop will describe the screening approach developed and used by the New Haven Project located at the Celentano School in New Haven, Connecticut. Topics to be discussed will include: the purposes of screening, who is screened and why, interagency cooperation, as well as parent and community involvement.

Time	Activity
	#12 - A Case for a Multi-Cultural Approach to Education: A Philosophical View/Model for Self Development Renee Davis, Child Development Specialist Office of Child Development, Boston, Massachusetts This workshop is designed to orient people to the concepts related to the cultural aspects within ethnic groups. This is a type of consciousness raising session regarding multi-cultural education.
12:15 - 12:30 p.m.	Check out of rooms LUGGAGE STORAGE
12:30 - 1:30 p.m.	LUNCHEON (for total group)
1:30 - 2:00 p.m.	GENERAL SESSION
2:00 - 3:00 p.m.	STATE TEAM MEETINGS
3:00 p.m.	Conference Adjourns

* * * Thank You * * *

APPENDIX E

REGION 9 CONFERENCE

EARLY EDUCATION FOR HANDICAPPED CHILDREN

Hyatt Regency Hotel
Cambridge, Massachusetts
January 12, 13 and 14, 1977

CONFERENCE EVALUATION

I. PARTICIPANTS' REACTIONS TO INDIVIDUAL PRESENTATIONS

A. Keynote Address: "Early Education: Establishing Priorities and Identifying Resources" - Dr. George Olshin

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	9	15	15	12	7
2. Prior knowledge of materials/concepts	6	14	19	12	3
3. Increased knowledge	11	15	8	18	4
4. Overall usefulness of activity	12	13	12	18	5
5. Clarity of goals/objectives	10	25	9	11	4
6. Organization of activity	12	14	11	15	6
7. Clarity of presentation	11	16	17	12	2
8. Expertise of presenter	28	17	9	2	0
9. Responsiveness of presenter	12	15	7	7	1

COMMENTS *

1. In addition to providing information on resources and materials, if would have been beneficial if Dr. Olshin had discussed his own experience and expertise in Early Education. He is a very knowledgeable person.

2. Much to offer - needed a different format to share information.

3. Handouts listing titles and addresses of resources would have facilitated note taking.

4. More critiquing of certain materials would have been helpful.

* The comments section following each evaluation represents remarks made by at least 50% of the participants attending each session.

5. Disappointed in presentation as a "keynote" address. The speaker was obviously expert but presentation appeared to be hurriedly planned. A keynote address should present a position that would stimulate discussion and thought and set the tone for the meetings to follow.

6. More time for questions. Should have talked more about legislation and priorities.

Approximately 58 responded

* *

B. Child Find Panel Discussion - Moderated by Judy Seigel

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	7	11	12	7	2
2. Prior knowledge of materials/concepts	11	15	5	3	3
3. Increased knowledge	11	10	13	2	3
4. Overall usefulness of activity	22	6	8	3	0
5. Clarity of goals/objectives	21	9	5	2	3
6. Organization of activity	15	13	5	2	1
7. Clarity of presentation	17	12	6	1	0
8. Expertise of presenter	23	4	8	1	1

COMMENTS

1. Well done - discussion questions interesting - could have continued for longer period.

2. The Rhode Island coordinator did an excellent job of reviewing public law and keeping the session moving.

3. All presenters were knowledgeable and provided good interaction between presenters and participants. Good alternatives to problems were presented through discussion of how other states are dealing with the same issues. Excellent exchange between states.

4. A brief state-by-state summary of existing efforts might have been a helpful handout.

5. Could have been beneficial to have followed panel discussion with state team meetings.

Approximately 60 responded

* *

C. Issues in Early Education for Handicapped Children - Diane Bricker

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	8	22	21	8	1
2. Prior knowledge of materials/concepts	22	23	6	7	3
3. Increased knowledge	28	18	8	4	3
4. Overall usefulness of activity	40	15	5	0	0
5. Clarity of goals/objectives	49	8	4	0	0
6. Organization of activity	51	8	2	0	0
7. Clarity of presentation	53	7	0	0	0
8. Expertise of presenter	37	14	5	2	1

COMMENTS

1. Beautifully presented. Valuable to have principles you have generated from your work reinforced by someone of Dr. Bricker's obvious competence and experience.

2. Very good information but would have liked more time to explore curriculum ideas, have a closer look at Dr. Bricker's charts, and more opportunity for discussion.

3. I wish she were in New England. Particularly liked her concept of developmental integration.

4. Very informative - particularly ideas on "selling" programs to public and how to deal with issues.

5. I picked up some new information but the activity was most beneficial in just synthesizing, organizing and reviewing ideas I already had.

6. Though she didn't present much new information, she did crystallize ideas beautifully. Liked her low key, effective method of delivery.

Approximately 60 responded

* *

D. Workshop #1 - An Interdisciplinary Approach to the Assessment of Children from Birth to Age 6 - Peter Buerman, Shirley Hirsch, Mary Elizabeth Krablin, and Margaret Bolton

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	4	10	4	1	1
2. Prior knowledge of materials/concepts	3	6	4	4	3
3. Increased knowledge	3	4	3	7	3
4. Overall usefulness of activity	8	6	4	2	0
5. Clarity of goals/objectives	8	4	6	1	0
6. Organization of activity	7	6	5	0	0
7. Clarity of presentation	7	7	5	0	0
8. Expertise of presenter	5	8	5	0	1

COMMENTS

1. Good model of interdisciplinary diagnosis for early childhood presenters.
2. Well done. Good audio-visual materials and excellent handouts.
3. Not enough time for questions.
4. Good, but level of sophistication of presentation seemed relatively low for this audience.

Approximately 20 responded

* *

E. Workshop #2 - Services for Handicapped Children from Birth Through Age 3 - Irma Hyman

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	1	7	3	7	3
2. Prior knowledge of materials/concepts	3	8	5	4	1
3. Increased knowledge	0	10	3	8	0
4. Overall usefulness of activity	3	12	2	4	0
5. Clarity of goals/objectives	3	11	3	4	0
6. Organization of activity	7	8	5	4	0
7. Clarity of presentation	9	6	3	3	0
8. Expertise of presenter	6	9	2	2	0

COMMENTS

1. The workshop title suggested a more global approach to services but it was nice to know about how Easter Seal Society had assembled their array of services in Rhode Island. I would have appreciated more of a focus on the mechanics of trans-disciplinary organization of professionals.

2. Interesting - but she was not responsive to questions from group.

3. Excellent presentation.

Approximately 22 responded

* *

F. Workshop #3 - Developing and Implementing Interagency Cooperation - Sally Kallem

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	1	2	7	0	1
2. Prior knowledge of materials/concepts	0	3	4	0	3
3. Increased knowledge	0	1	7	0	3
4. Overall usefulness of activity	0	3	5	1	1
5. Clarity of goals/objectives	1	3	5	2	1
6. Organization of activity	1	4	2	4	0
7. Clarity of presentation	2	4	2	1	1
8. Expertise of presenter	4	5	0	1	0

COMMENTS

1. Excellent description of rural area, but did not move to general concepts of interagency cooperation.

2. The information was excellent and the program exciting, but presenter could have been clearer and more organized.

3. Information on particular project too specific to be useful.

Approximately 11 responded

* *

G. Workshop #4 - Medical Assessment as Related to Educational Programming for Young Handicapped Children - Dr. Judy Palfry

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	2	2	8	5	1
2. Prior knowledge of materials/concepts	6	8	3	1	0
3. Increased knowledge	7	8	3	0	0
4. Overall usefulness of activity	10	5	3	0	0
5. Clarity of goals/objectives	11	5	2	0	0
6. Organization of activity	10	7	1	0	0
7. Clarity of presentation	16	2	0	0	0
8. Expertise of presenter	12	6	0	0	0

COMMENTS

1. We need more of this: sharing among educators and doctors is vital.
2. Excellent, fascinating and very informative.
3. Very nicely geared to the non-medical members of the audience. Dr. Palfry was encouraging about the "marriage" of medical/educational professions.
4. It was helpful to hear a medical person who can express herself in simple English.

Approximately 18 responded

* *

H. Workshop #5 - An Integrated Approach to Educating Handicapped and Nonhandicapped Children - Eva Downs, Phyllis Kamin, Nick Kirby

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	1	8	8	2	2
2. Prior knowledge of materials/concepts	6	7	3	1	3
3. Increased knowledge	7	6	5	3	1
4. Overall usefulness of activity	6	11	2	1	1
5. Clarity of goals/objectives	9	11	0	1	0
6. Organization of activity	6	12	2	1	0
7. Clarity of presentation	11	6	3	1	0
8. Expertise of presenter	10	8	3	0	0

COMMENTS

1. Excellent panel and very enjoyable because of the information and the three people presenting.
2. Realistic approach that was very stimulating.
3. Demonstrated that well-trained people can meet needs without elaborate support system.
4. Rushed for time which caused presentation to be too limited.

Approximately 21 responded

* *

I. Workshop #6 - Pre and Inservice Training for Early Childhood Personnel in a Program for Handicapped and Nonhandicapped Children - Dr. Samuel Meisels, Lane Gunnoe

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	1	5	8	2	1
2. Prior knowledge of materials/concepts	2	9	2	4	0
3. Increased knowledge	3	5	4	5	0
4. Overall usefulness of activity	5	7	3	2	0
5. Clarity of goals/objectives	4	10	1	2	0
6. Organization of activity	3	10	2	2	0
7. Clarity of presentation	7	7	3	0	0
8. Expertise of presenter	5	6	3	1	0

COMMENTS

1. Gang buster slide/tape show! Well organized presentation. Its' special nature made replication somewhat unique to the university setting.
2. General principles might be useful within my own framework.
3. Would have liked more discussion on actual content of pre and inservice training.
4. The presenters input was most practical, well organized, and useful for similar settings.

Approximately 17 responded

* *

J. Workshop #7 - Outreach Activities for Children Ages 0-3 - Ruth Sorrell, Ruth Reames

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	0	1	2	1	3
2. Prior knowledge of materials/concepts	1	3	2	0	1
3. Increased knowledge	[illegible]	1	3	1	0
4. Overall usefulness of activity	3	2	1	1	0
5. Clarity of goals/objectives	3	1	3	0	0
6. Organization of activity	1	2	4	0	0
7. Clarity of presentation	3	3	1	0	0
8. Expertise of presenter	2	3	2	0	0

COMMENTS

1. The video-tape presentation was a little long and of variable quality - but it was interesting and gave real flavor of programs.

2. I find the cooperation of LEA and SEA hard to believe.

Approximately 7 responded

* *

K. Workshop #8 - An Approach to Infant Assessment - Mary Overbagh, Karen Stidsen

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	0	2	5	4	0
2. Prior knowledge of materials/concepts	4	6	0	1	0
3. Increased knowledge	4	8	0	1	0
4. Overall usefulness of activity	6	4	1	0	0
5. Clarity of goals/objectives	7	3	1	0	0
6. Organization of activity	8	3	0	0	0
7. Clarity of presentation	7	4	0	0	0
8. Expertise of presenter	4	6	1	0	0

COMMENTS

1. Excellent - I learned so much!
2. Would love to have intensive training in infant assessment.
3. Well presented - I particularly enjoyed their having a theoretical basis to their program.

Approximately 11 responded

* * * *

L. Workshop #9 - Parent Involvement in Early Education Programs - Joann Ray

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	3	4	14	6	3
2. Prior knowledge of materials/concepts	16	9	3	2	1
3. Increased knowledge	17	6	3	4	1
4. Overall usefulness of activity	12	10	4	4	1
5. Clarity of goals/objectives	14	7	4	5	1
6. Organization of activity	17	4	4	5	1
7. Clarity of presentation	21	5	2	3	0
8. Expertise of presenter	22	4	3	1	0

COMMENTS

1. A definite highlight of the conference - unique and exciting approach.
2. Presentation very well done and the film was helpful. However, slide show was useless and would have appreciated more handouts.
3. Depth of parent involvement was well defined. Certainly using parents as trainers is cost efficient. However, the heavy parent involvement (4 days/week) tends to ignore the realities of families too "handicapped" to participate.
4. This information would be of use to our project and we will contact her.
5. Good change of pace presentation - the discussion was informative and responsive to needs of audience.

Approximately 31 responded

* *

M. Workshop #10 - Maintaining Quality in Early Education Programs - Peter Hainsworth

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	2	5	9	1	0
2. Prior knowledge of materials/concepts	6	5	3	3	0
3. Increased knowledge	8	2	3	3	0
4. Overall usefulness of activity	12	2	2	1	0
5. Clarity of goals/objectives	10	3	4	0	0
6. Organization of activity	10	4	3	0	0
7. Clarity of presentation	13	2	2	0	0
8. Expertise of presenter	3	8	2	0	0

COMMENTS

1. Left me cautiously euphoric - excited, but burdened with feeling of responsibility. A good and necessary thing.
2. Very refreshing to hear willingness to deal with human values in a developmental framework. This level of self-consciousness is the missing point of many behavioral programs. An honest willingness to talk about problems.
3. The most useful portion of the conference for me.
4. Very good and helpful philosophically.
5. His wide experience was most valuable. It was good to evaluate his experience against what I have done.
6. Gave very clear, helpful format for organizing program.

Approximately 17 responded

* *

N. Workshop #11 - An Approach to Screening - Lois Davis

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	2	6	4	1	1
2. Prior knowledge of materials/concepts	7	3	2	0	0
3. Increased knowledge	5	4	4	1	0
4. Overall usefulness of activity	8	4	1	0	0
5. Clarity of goals/objectives	8	3	1	0	0
6. Organization of activity	8	2	2	0	0
7. Clarity of presentation	10	2	1	0	0
8. Expertise of presenter	6	6	0	0	0

COMMENTS

1. Very professional and thorough presentation.
2. I am anxious to utilize Lois in another conference.
3. Video tapes used were helpful as training device to teach future screeners although utilizing a child with more problems would have been helpful.

Approximately 14 responded

* *

O. Workshop #12 - A Case for a Multi-Cultural Approach to Education: A Philosophical View/Model for Self Development - Renee Davis

	(high) 5	4	3	2	1 (low)
1. Overall reaction to the session	1	1	3	1	2
2. Prior knowledge of materials/concepts	0	1	0	3	4
3. Increased knowledge	0	0	2	2	4
4. Overall usefulness of activity	0	1	3	1	3
5. Clarity of goals/objectives	0	0	2	2	4
6. Organization of activity	0	1	0	3	4
7. Clarity of presentation	0	2	1	2	3
8. Expertise of presenter	0	1	2	3	1

COMMENTS

1. It appeared that presenter was not prepared.
2. Presenter lost audience very quickly by reading her presentation.
3. Though presenter was a likeable person and seemed sincere about helping, she appeared over her head and advocated contradictory ideas within her presentation.

Approximately 8 responded

* *

II. PARTICIPANTS' REACTIONS TO THE ENTIRE CONFERENCE

The following statements are participants' comments:

The state team concept is an excellent one, as was the limit on participant numbered.

For a relatively small group of professionals such as this, overviews such as those presented in small workshops are frustrating. "A little bit of knowledge" but no real skills are the result and I find myself saying, "So now what do I do?" Thus, there is a need for mini-training sessions (maybe three hours) on assessment specific techniques, or theoretical constructs on which to base programs.

Well planned and purpose was constantly evident. NELRS staff deserves much commendation. There was a real sense of professionalism throughout the conference.

It might have been helpful if there was an opportunity for all teachers to meet, directors to meet, and other disciplines and roles present to meet together to share information.

The Child Find Panel is definitely worth repeating but with the provision for more time for their presentation.

Too many "being talked to" activities. Could have used more interaction between conference participants.

I feel very fortunate that I was invited because I have not only added to my information but met so many people I will feel free to contact in the future. The conference was extremely well organized.

Excellent conference for those of us who are in the process of planning new programs to meet the needs of handicapped preschoolers. The opportunity to meet others running existing programs was very helpful. A more specific workshop on topics such as specific evaluation tools for testing preschoolers, grant writing, etc. would be helpful.

The smallness of the group and the state team was excellent - we really had opportunities to meet people and discuss ideas.

The way the state team was chosen - the variety of people was excellent - especially the parent representative was great.

More conferences as organized and worthwhile as this would be great.

The conference attempted to do too many things for too broad a collection of people.

The conference was well organized. I know how much time and thought went into the preparation. The materials distributed were good and useful. Enough time was given for interaction.

The location of the conference was excellent, the food and service were very good!

A printed summary of the status of infant/preschool programs by state would have been most useful in beginning dialogue with other participants.

III. NERRC COMMENTS AND REACTIONS TO CONFERENCE

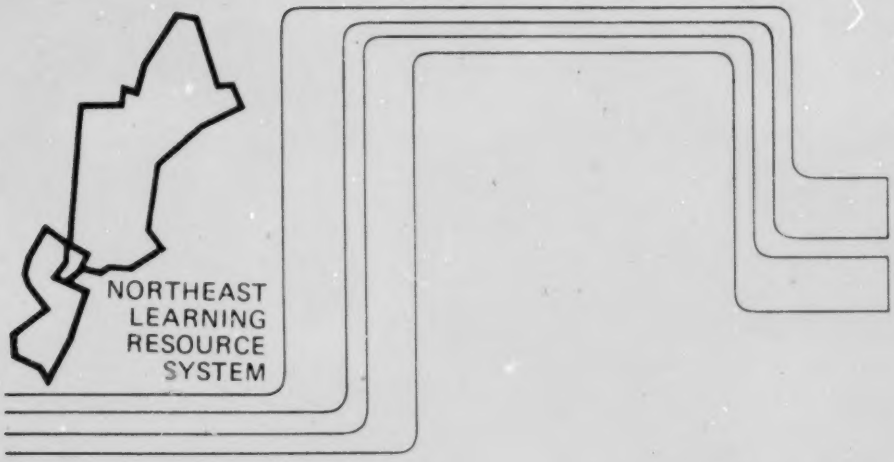
Based on a review of the evaluations completed by the participants, facilitators and consultants as well as through informal discussions with those present at the conference, the NERRC found the conference to be a beneficial activity.

The conference provided participants with a good opportunity to meet others from their own state as well as other states to exchange ideas concerning resources and practices as well as to develop new contacts. Opportunities to meet formally and informally with consultants representing a wide range of services and areas of expertise was also seen as a valuable experience.

Participants' response to the conference activities was enthusiastic and supportive. The activities were informative and well organized. Suggestions for subsequent activities included providing information on developing legislation and planning programs, more information on medical involvement, philosophy of early education and techniques in programming. It was also suggested that follow-up activities might emphasize training sessions as a next step activity.

It was pointed out that the audience represented a range of professionals and included parents. This diversity was viewed as a strength. The audience commented that this diversity of role enhanced the informal information-sharing sessions. It has been noted that regional sharing sessions be conducted on a yearly basis. Opportunity could also be provided for more in-depth training where this would be appropriate.

Follow-up reports by state teams indicated that information disseminated at the conference would be especially helpful to those who are in the process of developing legislation and planning programs.



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APPENDIX F

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CONFERENCE ON EARLY EDUCATION FOR HANDICAPPED CHILDREN

Sponsored by:

THE NORTHEAST REGIONAL RESOURCE CENTER

Hyatt Regency Hotel
Cambridge, Massachusetts
January 12, 13 and 14, 1977

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A New Jersey State Department of Education Program
in cooperation with the U.S. Office of Education, Bureau of Education for the Handicapped

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Regional Resource Center - Region 9
Conference on Early Education of
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APPENDIX G

FILM AGENDA

WEDNESDAY, JANUARY 12, 1977

TIME: 3:15 - 7:00 p.m.

PLACE: _____

TIME	TITLE	LENGTH
3:15	How Babies Learn	35 min.
3:55	Abby's First Two Years: A Backward Look	30 min.
4:30	Learning to Learn in Infancy	22 min.
5:00	Developmental Evaluation in Infancy (Parts I & II)	30 min. each part
6:05	Rearing Kibbutz Babies	27 min.
6:35	Terrible Twos and Trusting Threes	22 min.

The Northeast Regional Resource Center wishes to extend its appreciation to Dr. Burton White, Director of the Preschool Project, and his staff (Harvard University, Graduate School of Education) for allowing us to use sections of the Film Critiques compiled for the 1976 "Summer Institute on Educating the Infant and Toddler".

FILM CRITIQUES

Harvard-Lilly Program for Parent Education

Summer Institute

Educating the Infant and Toddler

Burton L. White, Director
Barbara Kaban, Assistant Director
Paul Benzaquin, Communications Director
Jane Attanucci, Research Assistant

July 12-31, 1976

Explanatory Notes

1. The Need

We have found in working with families of young children from various sectors of the American population that films and videotapes are useful in parent education programs. People at all levels of our society read considerably less than students in college and at graduate schools. This means that parent education activities must use other means of communication. Films exist that deal with the educational development of the child in the first three years of life. As a service to professionals in this area we have begun to examine existing films to find those best suited for use in parent education. We have found that many films are custom built for use with introductory psychology courses in colleges. Another group of films has been designed for special interest groups; for example, films that instruct in the use of a technical assessment scale or those that try to explain a highly specialized orientation toward one or another topic in child psychiatry, etc. It is a rare film about educational development in the first years of life that was specifically made for use with parents or for use with those who will work with parents. One example of such a film is, "How Babies Learn" which was created under the supervision of Dr. Bettye Caldwell. The potential user of films, therefore, is faced with the requirement of sorting out from those available those suited for parents or staff training. Our experience has been that the yield is relatively small but that there are some excellent materials available.

2. The Scope of this Activity

This sample of critiques was designed for the purposes of this 1976 Harvard Summer School workshop. In the months to follow the staff of the Harvard-Lilly Program for Parent Education (which coincidentally is the staff of the summer workshop) will elaborate on these first critiques and add to the collection as more films are processed.

3. How to Use this Guide

You will note that this product is organized according to whether or not we recommend the films for use in parent education programs. In addition you will find information as to how to procure the films. The table of contents lists each of the films by title and organizes them according to whether they are more suitable for the purpose of training parents or professionals.

4. Final Remarks

Comments about films, books etc., reflect the background and judgments of the people doing the analyses. What we present is, in part, factual information such as the length of the film and whether it is in black and white or color. The description of what is in the film and the statements on whether the information offered is solidly rooted in evidence or relevant experience and whether or not is is suited for use with parents versus staff reflect our subjective judgments. We welcome suggestions from anyone as to how to improve this product and nominations of materials or films for our consideration.

Staff of the Harvard-Lilly Program for Parent Education
Summer Institute - July 12-31, 1976

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Please note: The selections are only a partial list of the Films Critique

FILMS RECOMMENDED

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FILM SOURCES - KEY

B.U.: Krasker Memorial Film Library, School of Education, 765 Commonwealth Avenue, Boston, Mass. 02215

CAMPUS: Campus Film Distributors Corp., 20 East 46th Street, New York, New York 10017

CIBLEY: Leonard Cibley, M.D., 683 Beacon Street, Newton, Mass.

EDC: Educational Development Corporation, 15 Mifflin Place, Cambridge, Massachusetts 02138

FILMS, INC.: Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091

GUTMAN: Gutman Library, Harvard Graduate School of Education, Brattle and Appian, Cambridge 02138

HEW: National Medical Audio Visual Center Annex, Station K, Atlanta, Georgia 30324

HIGH/SCOPE: High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197

ILL. U.: Visual Aids Service, University of Illinois, 704 South Sixth Street, Champaign, Illinois 60115

KAGAN: Prof. Jerome Kagan, Department of Psychology, Harvard, Room 1510, William James Hall, Cambridge 02138

LADOCA: Ladoca Project and Publishing Foundation, Denver, Colorado 80216

McGRAW HILL TEXTFILMS: 1221 Avenue of the Americas, New York, New York 10020

NO. CAROLINA: Infant Care Project, North Carolina Training Center for Infant-Toddler Care, Curry Building, University of North Carolina, Greensboro 27412

NOVA: Nova University, Dr. Richard H. Bell, 3301 College Avenue, Fort Lauderdale, Florida 33314

NYU: New York University Film Library, 26 Washington Place, New York, New York 10003

O.S.U.: Ohio State University, Department of Photography and Cinema, 156 West 19th Avenue, Columbus, Ohio

U.CAL: University of California, Berkeley, Extension Media Center, Berkeley, California 94720

Film Evaluation--Summer Institute

Date 5-24-76

Title: Abby's First Two Years: A Backward Look

Source: Department of Child Study - Vassar College

Dr. J. Stone

Available: Rental NYU Borrow _____ Purchase _____

Technical Information: Length of film: 30 minutes

B/W X Color _____

Silent _____ Sound X

Overall technical rating: Excellent ____ Good X Fair ____ Poor ____

Comments: _____

Description of contents: The film is organized in reverse sequence; Abby gets younger rather than older in routine situations such as feeding, bathing, and play. The dropping away rather than accretion of new skills and abilities in locomotion, posture and manipulation, and social relationships has more impact than the usual forward sequence.

Overall validity of content rating: Excellent X Good ____ Fair ____ Poor ____

Comments: _____

Abby's First Two Years: _2_
A Backward Look

Appropriate audience: Parents X Professional

Other

Recommendation for Summer Institute Use: Yes X No

Comments:

Film Evaluation--Summer Institute

Date 6-1-76

Title: How Babies Learn

Source: NYU

Available: Rental NYU Borrow _____ Purchase _____

Technical Information: Length of film: 35 minutes

B/W _____ Color x .

Silent _____ Sound x

Overall technical rating: Excellent x Good ____ Fair ____ Poor ____

Comments: _____

Description of contents: Betty Caldwell narrates the film which describes general development in the first years of life. The film stresses the infant's need for attachment to a "special person" using a ten month old with no "special person" to illustrate resulting social, physical and intellectual retardation.

Overall validity of content rating: Excellent ____ Good X Fair ____ Poor ____

Comments: There is some misinformation presented (e.g. first hand preference evident at six months), however on balance the content is selected conservatively to present generally accepted developmental facts.

How Babies Learn

Appropriate audience: Parents x Professional x staff

Other

Recommendation for Summer Institute Use: Yes x No

Comments:

Film Critiques

Addendum

Film Evaluation--Summer Institute

Date July 7, 1976

Title: Learning to Learn in Infancy

Source: Parent and Child Series
Vassar College - Dr. Joseph Stone
Available from NYU Film Library

Available: Rental X Borrow _____ Purchase X

Technical Information: Length of film: 22 minutes

B/W X Color _____

Silent _____ Sound X

Overall technical rating: Excellent X Good ____ Fair ____ Poor ____

Comments: Technically this is an extremely well done production.

Description of contents: The focus in this film is on the intrinsic interest in learning shown by all healthy young infants. There is a description of the particular types of learning to be expected. There are pointers given as to how learning can be encouraged as the child and a staff member go through their ordinary daily experiences. The prime focus is on children in centers and that is because the film was created to train Head Start staff.

Overall validity of content rating: Excellent X Good ____ Fair ____ Poor ____

Comments: Dr. Stone was probably the finest practitioner in the art of educational films in early childhood. There are few liberties taken with the knowledge base and the commentary fits the pictures beautifully. This film is as good as anything that is available and better than most of its competition.

Appropriate audience: Parents X Professional X

Other

Recommendation for Summer Institute Use: Yes X No

Comments: See previous remarks. This is one of the very best offerings available anywhere.

Film Evaluation--Summer Institute

Date July 7, 1976

Title: Developmental Evaluation in Infancy (Parts I and II)

Source: Knobloch and Passamanick

Ohio State University - Department of Photography

Available: Rental X Borrow _____ Purchase _____

Technical Information: Length of film: 30 minutes each part.

B/W X Color _____

Silent _____ Sound X

Overall technical rating: Excellent X Good ____ Fair ____ Poor ____

Comments: A first rate professional job.

Description of contents: These two films describe with rather elaborate technical input how to generally evaluate an infant using the Gesell Developmental schedules. They are very soberly done and they are intended as training films for personnel at the professional level.

Overall validity of content rating: Excellent X Good ____ Fair ____ Poor ____

Comments: Knobloch and Passamanick are leaders in the field of developmental evaluation of infancy. The validity of the contents here is as high as possible.

Appropriate audience: Parents_____ Professional X

Other_____

Recommendation for Summer Institute Use: Yes X No_____

Comments: If you want a highly professional introduction to the use and meaning of Gesell Developmental schedules or any of their derivatives such as the Bayley, the Cattell, the Griffiths, the Buehler, etc., this is a pretty basic product.

Film Evaluation--Summer Institute

Date July 7, 1976

Title: Rearing Kibbutz Babies

Source: Dr. Joseph Stone - Vassar

Available from NYU Film Library

Available: Rental X Borrow _____ Purchase _____

Technical Information: Length of film: 27 minutes

B/W _____ Color X

Silent _____ Sound X

Overall technical rating: Excellent X Good _____ Fair _____ Poor _____

Comments: A superb educational film. The film skill makes it an outstanding example of photographing babies in their natural environment.

Description of contents: One of the outstanding kibbutzim in Israel has been very recently filmed. This particular film is one of a series of three, and it describes how children are reared with great professional skill and warmth in this particular kibbutz.

Overall validity of content rating: Excellent X Good _____ Fair _____ Poor _____

Comments: It seems clear that this is very carefully dealt with and what we are seeing actually exists.

Rearing Kibbutz Babies

Appropriate audience: Parents X Professional X

Other

Recommendation for Summer Institute Use: Yes X No

Comments: A truly outstanding product, a pleasure to look at, and it is instructional with respect to anybody interested in the group care of young infants.

Film Evaluation--Summer Institute

Date July 7, 1976

Title: Terrible Twos and Trusting Threes

Source: Cawley Films of Ottawa, Canada, Department of HEW. Available through NYU Film Library.

Available: Rental X Borrow _____ Purchase _____

Technical Information: Length of film: 22 minutes

B/W X Color _____

Silent _____ Sound X

Overall technical rating: Excellent X Good _____ Fair _____ Poor _____

Comments: This is a first rate product. Engaging outdoor scenes in sharp, clear photography.

Description of contents: The film describes the typical behaviors and interests of the two and three year old child. It speaks to personality as well as general behavior. It shows two-year-old children interacting with each other. It is not oriented toward childrearing practices but merely toward explaining what two and three year old children are like.

Overall validity of content rating: Excellent X Good _____ Fair _____ Poor _____

Comments: Though there was a potential for gross distortion of the knowledge base, this film skillfully avoids distortion and seems to be very consistent with the knowledge base.

Appropriate audience: Parents X Professional X

Other

Recommendation for Summer Institute Use: Yes X No

Comments: This is a particularly delightful film with a good deal of wisdom and humor.

ADDENDA TO THE SUMMARY OF EARLY CHILDHOOD SERVICES FOR HANDICAPPED CHILDREN IN REGION 9

Since several months have elapsed between compiling and printing the information in this summary, we gave the participating states the opportunity to provide updated information. The following are responses received as of our mailing date.

CONNECTICUT

Early Childhood Summary Chart: (pp7-11)

Statistical Data: (p7)

As of 1976-1977 census figures, the number of handicapped preschoolers served by LEAs in this period was 1,360.

Other children were served through other agencies and associations in the state.

Department Structure: (p8)

The Bureau of Elementary Education should read: the Bureau of Elementary and Secondary Education.

Virginia Guldager has been appointed to the Bureau of Pupil Personnel and Special Education Services as Early Childhood/Special Education Consultant.

Programs for Children: (p9)

Public LEA/SEA

Connecticut supports a variety of preschool services with funds for several innovative programs. Some are operated by LEAs. Others are programmed through private institutions.

Interagency

An Early Childhood Task force has been established to develop guidelines for the State Plan. Serving on the task force are representatives from state agencies, LEAs, teacher training institutions and private programs.

Other Agency

Child Development clinics in the State Health Department and the Department of Retardation provide services for preschool handicapped children.

Services for Parents: (p10)

P.I.P. refers to Preschool Intervention Program. In addition to services listed, many other services are available.

Other Projects: (p10)

Inservice

The Special Education Resource Center in Hartford also provides in-service training activities.

Preservice

Preservice programs are also conducted at the University of Connecticut and St. Joseph's College.

Teacher Certification: (p11)

Certification is required in LEAs, but not in private programs.

Narrative: (pp12-16)

II. Early Childhood Consultants: (p12)

Title and spelling correction: Ms. Carolyn Williams is the Early Childhood and Elementary Consultant for the Bureau of Elementary and Secondary Education.

Ms. Marjorie Englert is also an Associate Consultant along with Jean Rustici with the Early Childhood and Parent Program Services in the Bureau of Community and Adult Education.

The responsibilities of the three consultants include: technical assistance to LEAs; interagency cooperation on Day Care including licensing and direct services with the Departments of Health, Social Services, Community Affairs, Children and Youth Services and Education; direct assistance to day care services; and provision of parenting services.

Ms. Virginia Guldager has been appointed to the Bureau of Pupil Personnel and Special Education Services as Early Childhood/Special Education Consultant. She shares in the responsibilities previously stated. Additionally, she is responsible for developing guidelines for the Early Childhood component of the State Plan and for assisting in the implementation of 94-142 requirements.

MAINE

Narrative: (pp26-32)

III. A. Legal Status of Early Childhood Education: (pp26-27)

The legislation proposed in the Spring of 1976 was withdrawn. It will be reintroduced following the study being conducted by the three primary state agencies concerned with preschool handicapped children: the Department of Education, the Department of Human Services and the Department of Mental Health and Corrections.

The purpose of the study is to ascertain the feasibility of an integrated service delivery plan for preschool handicapped children. The study which is to be concluded in December of 1977 will develop recommendations that will be introduced into the next session of the state legislature in January, 1978.

VERMONT

Narrative: (pp65-75)

II. A. Essential Early Childhood Consultant: (p65)
Iris Mersky is now serving as a second State Consultant in Essential Early Childhood Education for the Division of Special Education and Pupil Personnel Services. She shares the responsibilities listed on p. 65.

III. A. Legal Status of Early Childhood Education: (p66)
Vermont is now on the sixth step of their Ten Year Plan.

IV. Process for Screening, Identification and Evaluation: (pp72-73)
The Child Development Clinic directed by Dr. Marian McKee is located in Burlington, Vermont. The Clinic is a program operated under the Department of Health.

The Child Development Clinic which administers the Vermont Infant Screening Program (VISP) serving children from birth to 3 years of age provides services including:

-Identification of high risk infants
-Diagnosis and evaluation of such infants
-Referral of children to appropriate services and/or programs

VI. A. Inservice Activities: (p74)
During the summer of 1977, 8 Head Start teachers received a two week inservice training session with practicum experience in working with handicapped children. Follow-up activities with these teachers in their classrooms will be provided the school year.